

# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.**

---

**Collection/Record Group:** Clinton Presidential Records  
**Subgroup/Office of Origin:** First Lady's Office  
**Series/Staff Member:** Melanne Verveer  
**Subseries:** Early Childhood Development Issue Binders

---

**OA/ID Number:** 19012  
**FolderID:**

---

**Folder Title:**  
EARLY CHILDHOOD DEVELOPMENT #1: EARLY CHILDHOOD DEVELOPMENT [5]

|               |             |                 |               |                  |
|---------------|-------------|-----------------|---------------|------------------|
| <b>Stack:</b> | <b>Row:</b> | <b>Section:</b> | <b>Shelf:</b> | <b>Position:</b> |
| <b>S</b>      | <b>59</b>   | <b>5</b>        | <b>4</b>      | <b>1</b>         |

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                       | DATE      | RESTRICTION |
|--------------------------|-------------------------------------|-----------|-------------|
| 001. schedule            | Hillary Clinton [partial] (1 page)  | 4/14/1997 | P6/b(6)     |
| 002. schedule            | Hillary Clinton [partial] (1 page)  | 4/15/1997 | P6/b(6)     |
| 003. schedule            | Hillary Clinton [partial] (1 page)  | 4/16/1997 | P6/b(6)     |
| 004. bio                 | Richard Robinson [partial] (1 page) | n.d.      | P6/b(6)     |
| 005. schedule            | Hillary Clinton [partial] (1 page)  | 4/17/1997 | P6/b(6)     |

### COLLECTION:

Clinton Presidential Records  
 First Lady's Office  
 Melanne Verveer (Early Childhood Development Issue Binders)  
 OA/Box Number: 19012

### FOLDER TITLE:

Early Childhood Development #1: Early Childhood Development [5]

2006-0198-F

wr732

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

4.14.97: WHITE HOUSE  
CONFERENCE

---

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE | DATE | RESTRICTION |
|--------------------------|---------------|------|-------------|
|--------------------------|---------------|------|-------------|

|               |                                    |           |         |
|---------------|------------------------------------|-----------|---------|
| 001. schedule | Hillary Clinton [partial] (1 page) | 4/14/1997 | P6/b(6) |
|---------------|------------------------------------|-----------|---------|

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer (Early Childhood Development Issue Binders)  
OA/Box Number: 19012

### FOLDER TITLE:

Early Childhood Development #1: Early Childhood Development [5]

2006-0198-F

wr732

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**MONDAY, APRIL 14, 1997**

**FINAL**

**WASHINGTON, D.C.**

**SCHEDULER:**

**EVAN RYAN**

**202/456-6751**

**OFFICE**

**202/456-5340**

**FAX**

P6/(b)(6)

[001]

**PREV RON**

**The White House**

**9:30 am-**

**PRE-PRESS BRIEFING MEETING**

**10:00 am**

**Residence**

**CLOSED PRESS**

**Contact: Marsha Berry**

**202/456-2960**

**10:00 am-**

**PRESS BRIEFING**

**11:00 am**

**Map Room**

**ON THE RECORD**

**Contact: Marsha Berry**

**202/456-2960**

**11:30 am-**

**PRIVATE MTG. W/POTUS**

**12:00 pm**

**Oval Office**

**CLOSED PRESS**

**Contact: Charles Ruff**

**202/456-7900**

**12:15 pm-**

**PHOTO-OP W/POLISH BREAST CANCER AWARENESS**

**12:30 pm**

**GROUP**

**Diplomatic Reception Room**

**CLOSED PRESS/WH PHOTO ONLY**

**Contact: Irene Kozminska**

**202/362-2189**

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**MONDAY, APRIL, 14, 1997**

**PAGE 2**

12:30 pm-

**DROP-BY W/PARENTS PLUS, INC.**

12:45 pm

China Room

**CLOSED PRESS/WH PHOTO ONLY**

Contact: Marsha Berry

202/456-2960

12:45 pm-

**PHOTO-OP W/INTERNS**

1:00 pm

Palm Court

**CLOSED PRESS/WH PHOTO ONLY**

Contact: Evan Ryan

202/456-6751

**WEATHER FORECAST FOR WASHINGTON, D.C.:** Clear and breezy. Wind northwest at 10 to 15 knots. Low 30. High 51.



12

**PRESS BRIEFING ON WHITE HOUSE CONFERENCE ON EARLY CHILDHOOD  
DEVELOPMENT AND LEARNING  
APRIL 14, 1997**

HRC: We are, this week, going to have a conference about the latest on brain development in young children and implications of that for every sector of society; starting with parents and family members, including educators, community leaders, political and business leaders, and the like. This is an issue that we believe has absolutely profound implications for how we view and treat our youngest children. And it certainly has such implications for how families perceive [inaudible] of their babies, and what it must mean, we hope, for them in terms of the parenting that goes on. But it also has implications, for the larger society, in terms of public policy grounds.

At the conference on Thursday, you'll be hearing from only a few of the experts and leaders in this field as well as people from various organizations that are attempting to implement what this research means for young children. We are fortunate to have two experts with us today, who have been involved in this research and the policy implications of it for many years, and will be speaking to that.

Dr. Alexander is the Director of the National Institute of Child Health, it is, I think fair to say, Dr. Alexander, the premier institution in the world for research into child development. It is a federal government agency, funded by the federal government, without which it would not exist, could not have done the ground-breaking work that has flowed from the years of investment in this kind of work. And Dr. Alexander is one of the members of a broad committee that has put together a report that you're getting an advance copy of, in the material in front of you, called 'Rethinking the Brain'. There's just an enormous amount of information in here that you'll get a chance, at least to review, later.

Dr. David Hamburg is the current President of the Carnegie Foundation, he's a psychologist [?], he started his career at the National Institute of Child Health and Development. He has served on the faculties of premier universities in our nation. He has been a leader in the effort to try to take what medicine and scientific research tells us, and put it into practice. Most recently, through his leadership at the Carnegie Corporation, he has been sounding the alarm, if you will, but also providing the data, about what we need to do for our youngest children. In your material also, you'll have a copy of the Carnegie Corporation's report called 'Starting Points', which I believe is one of the best explanations of this material for lay people, like me, that there is anywhere in the country.

Dr. Hamburg: Thank you very much. From my background in biomedical research and education and patient care over many decades, with a boost coming from NIH in the 1950's, and stints on the faculties of Stanford and Harvard, I increasingly came to feel that it's very, very important, in a democracy, for people to understand very broadly, what is the latest, up to date, scientific information with respect to any important issue that affects people's lives, as far as healthy child and adolescent development, education, getting a good start on life.



So, when I came to be President of the Carnegie Foundation, technically called the Carnegie Corporation in New York, because Andrew Carnegie ran out of names by the time he got to the Foundation, but anyway, I felt that one of the main things we could do, would be to prepare from time to time, an intelligible, credible census on our knowledge of each phase of child and adolescent development. That is to look at the emerging scientific and professional consensus. What do we know about the essential requirements for healthy development in early childhood, middle childhood and early adolescence and later adolescence? So, I hoped, in my time, that we could cover the first two decades of life, in a reasonably systematic way. These [inaudible] were meant to be credible because they were based on the scientific research to the maximum extent possible. And also on community innovations that tried to put the knowledge to use for the benefit of children on a wide scale. And that they would be intelligible, because we would try and translate them from technical language to the language that would be meaningful to educated readers.

That's what we've tried to do with a series of reports, each of which is prepared by a distinguished body that's composed in the following way: About half are experts on the subject matter, albeit in different disciplines and backgrounds, and the remainder are from powerful sectors of the society that had a stake in the problem, or a reason to be concerned about it, even though they are not technically experts on the subject matter. People from business and from media, and from various other sectors of the society, the military and what not. They're carefully vetted and reviewed, these reports are, before they come out. There have been a series which we're trying to oppose now, they wanted to take it chronologically, the one on 0-3 is called Starting Points, and what we claim for it is that it has the most attractive picture of a baby on the cover as any of these. There's a little competition going between Time and Newsweek and Carnegie and the brain research report about who has the best picture of a baby on the cover. Aside from that, our Foundation has been very actively cooperating with all of these efforts to build public understanding of what the research says. The kind of thing coming out of Dr. Alexander's institute and other institutes around the world.

First of all, you get the facts straight, and then to try and consider what it might mean for parents and for community organizations. The way of structuring the problem in this developmental strategy, from conception through adolescence, is to ask what it is that people need to understand, to get the facts straight, and then to say, well, who could do something about that. Who could put that knowledge to use? And so we come to look at a set of pivotal institutions, sort of front line institutions, who everyday, have an impact, for better or for worse, on child development. That starts with the centers on strengthening families, but it also has to include the schools, in this case, early childhood education, pre-school schools, and it includes community organizations, including religious ones, it includes the media, whose impact, everyday, on parents and children, is very significant. Of course, it includes the health care system.

Surrounding that set of front-line institutions, are other, powerful institutions in society, that can make their job easier or harder. I mean by that, government at all levels, business, scientific community, various relevant professions. So, we're saying that it takes a village and then some, really the whole society, as a set of institutions that bear on child development, whether we like it or not, they do have that bearing. We've tried to ask, how can each institution strengthen it's

contribution to health child development? That is the framework we used on the case of Starting Points. First we looked at, which came out just three years ago this month by the way, that report looks at brain development, but it looks at the development of the whole child. The brain is a very important part of the child, and it looks at it from conception on up. It's a very dramatic time from development from just two cells, to a zillion cells in utero, and the transition from being in utero, to being outside and then the first human attachments which are the underpinnings for decent human relationships throughout the life span. And that fantastic exploratory curiosity which needs to be nurtured if you're going to look toward life long learning. So, it's a very dramatic period, perhaps the most dramatic period, that 0-3.

We try to lay out what science has to say in an intelligible fashion, and then, we took four thrusts to try to make use of the knowledge for the benefit of children everywhere. One thrust has to do with preparation for responsible parenting. That is not only after pregnancy, but before pregnancy, we lay out a whole array of possibilities, ways in which people can be ready for responsible parenting. The second thrust is in health care, and primarily comprehensive prenatal care, and comprehensive primary care. We try to spell out how preparation for responsible parenting can be done, how comprehensive prenatal and primary health care can be done. The third thrust is on child care, early childhood education. What constitutes quality child care? How do you recognize it when you see it? How can quality be strengthened, and quality care made available throughout the country. It certainly is not at the present time. There is a new study on this from the NICHE released just last week. The fourth thrust of Starting Points is on community mobilization. That is the community, the village, how do you get the resources of decent, well meaning people, parents and community organizations, media and business in a community, coming together to assess what our needs are with respect to young children. And, how can we mobilize in this community to meet those needs? There are a lot of different ways of doing it all across the country. My last point would be that although these four thrusts of making use of the knowledge are subject to evaluative research so we can tell what works from whom under what conditions, that's not always the case, evaluative research lags behind. You have to make the best judgement you can about what's the best set of measures to take. The thrust of it is to pool our strengths and share the burdens in communities to provide the necessary conditions for healthy childhood development to stimulate brain and other development in the most constructive ways.

There are working models around the country. We tried to evaluate the working models as best we can. We tried not to just stick with hypothetical ideals. Wouldn't it be nice if you could do so and so. That can be useful but we tried to say, here are communities in which working models exist. For example, in which community organizations are reaching out to their families and young children in ways that get poor children taken care of better than we've done in the past. The many, many examples scattered all through Starting Points, we tend to put in boxes. It's all about taking the research, as it evolves, and trying to understand it, have it largely understood, and putting it to use for the larger benefit of children everywhere.

Dr. Alexander: Thank you. I'm going to talk primarily about research, and I do this from the perspective of a developmental pediatrician whose entire career has been at the National Institute of Child Health and Development at the National Institutes of Health. It's been my good fortune for the last ten years to serve as Director of that institute. Research is really the underpinning for

this conference. It's in recognition of the importance of research, of what it's contributing, and what it's telling us, that has really been the impetus for this White House conference. The Carnegie Corporation has done an enormous service by bringing together this research and pointing out how important it is for public policy. What we're trying to do with this conference is give increased visibility and enhanced attention to the importance of what that research is telling us.

That research has largely been funded by the federal government, mainly through the National Institutes of Health. Research in other areas, such as transportation or the environment, is funded more by the private sector than by the government. Even research on adult health is funded 50/50 by the government and the private sector. When you get to research on children, the government is almost the only game in town. Probably 95% of the research on children, child health, their development, their education, justice issues, and so forth, is funded by the federal government, and the importance of that work to the Clinton Administration is evident by the increase in funding that research has received in the last four years. Most of the research that you're going to be hearing about at this conference on Thursday has been funded by various institutes of the NIH. Lots of it will be reporting on discoveries from the last 20 years, during which time we have learned more about the brain and it's development than all previous time put together.

Much of this research has policy implications. Some of it, unfortunately, is ignored by policy makers at the government level, but it's also often unknown by parents, by educators and others. It's important for us to be reaching all of those audiences with that information. The conference really focuses on the convergence of two areas of science. First is basic studies of the anatomy and physiology of brain development, and second is basic behavioral studies of child development. If we look at these behavioral studies, it's amazing what we've had to learn, and sometimes unlearn in what we thought was the case. For example, we thought that newborn babies couldn't see, and we have discovered that in fact they do see, and they see quite well. And in fact, within a few weeks, they're able to differentiate between their mothers face and a strangers face. We thought they couldn't hear very well, and we've found that is also incorrect. Within a very short time, babies are able to discriminate their mothers voice from the voice of someone else. We thought that they were not able to feel pain, but in fact they do feel pain. They are able to experience emotion and show that in ways other than just crying. They learn very quickly, especially in the first three years.

Their positive or negative experience in the environment that provides stimulation to them is extremely important, and, in fact, their may be critical periods for particular stimuli to have occurred or they do not make particular gains in development. We've [inaudible] a critical period from animal research, it's not so clear in human studies, it may be more like prime times rather than critical periods, but it is an important concept for us to understand. We have also learned that stimulation children receive in their first three years is so important, that children that receive that stimulation do better in the long term than those who do not.

Now, what have we learned from brain studies that relates to this. What really gets people excited in this area is not only what we've learned, but what we've been able to see from our studies of brain development. We can actually see the difference that environmental stimulation

makes in brain development, physiologically and anatomically. The human is unique in the amount of brain development that occurs after birth. If you consider animals, I don't know how many of you have ever witnessed the birth of an animal like the horse; the birth process is pretty incredible. But what is absolutely mind boggling is that within 15-30 minutes, that horse is standing up, walking around, and within an hour or so it's trotting. It takes humans 5 months to sit up and 6-8 months to crawl, and 12 months to be able to walk. So, we're so different from the rest of the animal kingdom in the amount of development that occurs after birth.

It's an extremely important time. Much of this development occurs in the first three years of life. By age 3, the brain has reached 80% of its adult weight, compared to 20% or 25% of the child's overall weight being the portion of the adult. WE have also learned that we are not born with all the nerve cells we will ever have. Some multiplication of nerve cells continues after birth, but the most important process is that of pruning of nerve cells, that is a selective loss, or selective dying off of nerve cells, and the ones that are stimulated are the ones that are maintained. The process after birth more than the process that involves nerve growth, is the process of proliferation of connections between the different nerve cells. These connections are what's so important for our physical mobility, for our learning, for our memory, for emotional function, for basic bodily function. It is this proliferation of connections that you can actually see. And, you can tell the difference between an animal that's been placed in a stimulating environment, and one that has not, by the number of connections that develop, and the ways in which they are developed and maintained.

What we have learned from these studies is that this proliferation occurs in response to stimulation. The unstimulated animal, whether it's an intact animal or whether we use human tissue nerve cells in culture, develops far less of these connections that are so important, than the stimulated animal does. We have also learned that these connections are maintained in response to stimulation. It's important that not all of these connections are maintained. Like an apple tree that has too many branches for its healthy production of apples, the brain cells develop far more connections than they actually need. So there is a very active pruning process, much of which occurs in the first three years of life, that eliminates, selectively, some of these connections. The ones that are maintained, again, are the ones that tend to be stimulated. These connections then become the basis for facilitated action. Motor skills, speech, language and communication skills, emotional responses, memory skills, sensory skills, whatever. It's also important to understand that 0-3 is time of the most rapid pruning that occurs at any time throughout life. We can develop, and do develop, more of these connections during a lifetime, and this is probably the basis of further physical training, memory development, and so forth. But, it's less easy to develop these after the first three years of life. That's the basic message I think you're going to hear from the neuroscientists that will be speaking at the conference on Thursday.

This information does, obviously, have some policy implications. First of all, it tells us that the ages of 0-3 are critical in child development, with life long implications. Now, this isn't the only important time, so parents can't sit back after they've made it to age three and relax from there on. Nor should they feel that if there wasn't maximum stimulation during this time, that the game's over. The game goes on. Obviously middle childhood, adolescence, are times of important developmental processes as well. But there is never again a time that this learning is as rapid and

there is as great an opportunity as there is in those first three years of life.

The primary policy implications here are for parents. We often don't think that parents are policy makers or implementers but they are. And the implication is that their interactions with and stimulation with their child is extremely important during this period of time. So most of their activities that relate to this children and much of the thrust of the conference is to get this message to parents. That their interaction with the child in the first three years of life is extremely important, the twig is bent early.

This also holds for care givers other than parents. It holds for grandparents, for baby sitters, for day care providers or whoever else is interacting with the child during that time. Now, just one word about day care. Mrs. Clinton made reference to the study of day care that was released just over a week ago by the National Child and Human Development, here at the Society for Research and Child Development meeting in Washington. Lots of press attention was paid to that story at the time, and I think it reflected the enormous interest and impact on American families that information has.

What that study showed was that the greatest influence by far, in a child's cognitive and language development, is the family and the home environment. There is no substitute for that. Day care did play a significant role, but it was a smaller role. Good quality day care had a positive impact, not a negative impact, and it was an add-on impact, if anything. Now, the policy here, is that increased emphasis on the quality of the home environment is extremely important. Day care, even when good, is not a substitute, but it may well add on to the impact of the home environment. The time that is sufficient for child development and stimulation in home in the evening is at least equal and greater in importance than the day care environment during the day outside the home.

It also emphasizes the need for that day care to be good quality. There's an opportunity for it to play an enriching and supplementary impact in child development above and beyond what is provided at home. And this holds whatever level of functioning the mother and family have. It also suggest the need for quality standards for day care and the importance of early Head Start types of programs in child development. I think these are the kinds of messages that you are going to get from the scientists who make presentations at the conference on Thursday. And I think that you'll enjoy attending that and the messages that they have provided in far greater detail and amplication than I've done in this short time.

**HRC:** Thank you Dr. Alexander. Well, one of the best examples we have recently of early stimulation is Tiger Woods' father putting a putty in his crib. He apparently didn't need neuroscience to do that but the results speak for themselves. And I hope that we are able through a concerted effort certainly using the media and every other means of communication to get these messages out to parents, because as I point out in chapter of the book that I wrote, I've often in the past, and still do today run into parents who have not yet learned what Dr. Alexander was saying about what babies actually know and are capable of doing. So they will say to me when I say I bet you are having a good time talking to that baby in a quizzical voice the parent might

respond "Why would I talk to her, she can't talk back?" And so we are not yet at a point where we have even conveyed this information to a critical majority of the parents in the United States and certainly around the world, I'd think you'd find it even at a smaller percentage.

So as both Dr. Alexander and Dr. Hamburg said our primary audience for this conference happens to be parents both because we think that what parents will do and can do is the most significant form of early stimulation. And also because we believe that educated parents, informed parents will be more likely to demand the kind of policy changes that influence quality child care, adequate pre-school education and all of the other issues that will help to supplement their efforts in their own homes. So with that, we'd love to throw it open.

Q: . . . assume that the earliest childhood development conference, you know within this to age period, maybe up to 5?

MAN: I think that we've often believe that was an extremely important period of life. What we have now is reinforcement of that concept both from the behavioral sciences area and then the neural sciences area. We can document anatomically the importance for brain development of what happens to the child during those years.

Q: What do you see, do you see an enhanced government role in this issue? and if so what are some of the things that . . .

HRC: Well Rita, I think that's the really challenging question for those of us who believe there is a reason for bringing the entire community to awareness to support parents and family. Let me just mention a few things that I think should be looked at more closely.

If we believe that the home environment is the most important influence in this early stimulation and as the research shows and as common sense would suggest. Then what does that say for something like Family Leave? Don't we want there to be an opportunity for mothers and so far as possible fathers to have the time to really spend in those early months connecting with that new baby. One of the interesting findings from the research on child care that came out a little over a week ago is how when children are put into care at a very age, there does seem to be some weakening of the bond between the mother and the child. So that if you're a working mother, and you are told you have to go back to work at two weeks as so many women in our country are, how do you emotionally prepare yourself for that kind of separation? Well one of the things I think, and this is not from the research, this is my personal observation and opinion. I think you have to in a sense emotionally distance yourself from that baby in order to deal with the feelings that are created as you drop that child off at whatever substitute care setting is available to you. We now know that leads to a weakening of the interaction between the mother and the child. I mean, if you have to steal yourself day after day to drop your baby off as you go back to punch the clock or work at the computer or whatever your allowable leave has been. Then, you may be creating a situation, albeit unknowingly in our society where we have large numbers of parents who are less engaged because they don't get to spend the time with their children, than is best for the child, and is best, I would argue, for society, by creating more engaged, stimulated, effective youngsters. So, that's just one area that I think this research, perhaps, is going to cause us to

review, the relationship between family leave and the impact on children in those early years. The President, on Saturday, in his radio address, extended the definition of family leave to federal employees to try to keep creating opportunities for more stimulation and attachment.

Q: Are you saying that women shouldn't work?

HRC: No, that's not what we're saying. Let me ask Dr. Hamburg if he wanted to say something, then we'll respond.

Dr. Hamburg: The Starting Points panel looked at this question about family leave and basically expressed a view similar to what Mrs. Clinton has just expressed and said that 3 months, which has become sort of the norm, is useful, that probably double that would be much better, as is done in most European countries. They recognize that there are a lot of questions about that, economic questions, management questions, as well as interpersonal relationships. They lay out in that report, some options for handling how you would get from here to there. They also, in the child care piece of the report, basically talk about the complementarity of care outside the home and inside the home. Care by the parents, and care by others, it is the same essential properties of what goes into good child care, whether it's the biological mother or not the biological mother, an initial stranger, whoever it is, on the basic problems of responsive care so you're really trying to get around the adequate contours of adequate care during the full span of time. Some of that at home, and some of it outside the home, typically today. We have to bear in mind as a practical matter, that over half of mothers are working, even with infants and toddlers, it's a revolutionary change, it's a very recent change historically. And I think we, as a nation, are still groping with how to deal with that kind of transformation. But, one of the things we have to consider is, can we work out a more time for one or both parents to be at home early on and be a better conjunction of what they do at home with what happens in child care settings outside the home.

Q: The question that I was going to ask originally was not so much directed at the middle class, but we know that most of the children in our country now are being born into poverty, we know that we have this explosion of teenage births and we know that most of these people have almost no resources to help them with anything. And I wondered whether that's been a cause of doing this research sort of suggests that there is a need for the government to offer some kind of help in terms of education, some kind of help in terms of care, I mean, or do you just say, well we are going to hope these media messages are getting to the 16 year old girls having the babies. The same medium that was sending out the messages to them not having the babies in the first place when they were 16?

Dr. Hamburg: Yeah, well I think that is a very fundamental question. Let's put it this way. It is certainly a national problem, not a federal government problem alone. Although the federal government just can't cop out. As I was saying before, the home approach of the Carnegie developmental strategy has been through these various panelists to find ways in which different institutions can play a part. The federal government is certainly a part of that. But I think we as a society have got to consider that. And I do believe your immediate coverage is essential to getting a serious thoughtful discussion about how we can meet these fundamental needs. The fact is that these young babies have to have a great deal of nurturance, protection, the right kind of

stimulation. The nature of the scope of the stimulation is very important. They have to begin to get the skills of language and even the skills of coping with adversity. All that comes in the first few years of life. Not finished, but it comes very importantly there and it is a big demand. It's a big care taking demand. And somehow or other some set of people will have to meet those demands, otherwise we're going to be turning out larger and larger numbers of people with shattered and empty lives and no prospects. That is a fact. I mean, it's just an empirical fact. And somehow or other we've got to meet those needs.

What that says about what the federal government should do and what other institutions should do is wide open for public discussion and obviously the configuration of response is different in this country than it is in Western Europe.

HRC: Let me just follow up on that, and then Dr. Alexander wants to as well. There are lots of things that we know work, as effective interventions. One of the frustrating aspects of being involved in this field for many years is that we don't take what we know works and adequately implement it on a broader scale. Now one of the things that this whole research on the brain will demonstrate, throughout the next several weeks over a variety of settings, there will also be congressional hearings, there will also be a big tv special we have already had the Newsweek and the Time publications. And in each of those there will be examples about what works... and the examples are not all uniformly cut from one mold. I think the television show that Rob Reiner is producing

young parents...to try and get the message across Rita that you are referring to. So they have a variety of strategies... other communities have adopted other ways of intervening such as home visitors...something I believe in strongly...you know one of the main reasons I was so supportive of the maternity stays in hospitals wasn't just for physical reasons... but to try to encourage more hospitals, HMO's, community groups to take that time when you've got a new mother - whether she's 16 or 40 and get somebody in there to talk to her and try to make a connection...and then sending people out...home visitors...visiting nurses... a concept used widely in western Europe... and we just have to acknowledge that there are certain kinds of investments that will save us money. If we invested on the front end in some of these early intervention strategies. I honestly believe we would not be spending so much money on prisons on mental health and drug abuse treatment and some of the other symptoms of the breakdown of this development that we are trying to maximize. So what are trying to say is there is not one over-arching federal government solution -- that is not what any of us is advocating... but this is a national problem as Dr. Hamburg said, and there are potential national solutions that can be implemented at the local level, the private sector, not for profit, business, -- there are a lot of things that can be done that would work.

RON... Given the political and fiscal constraints CLINTON Administration has ... what can the CLINTON Administration do other than making it easy for people to take time off without pay.

HRC: Well I think that there are a number of things that the president and the administration are



trying to do that can make a difference and let me just mention a couple cause I believe they are important

- The early Head Start that was program that was passed in the first term and is now being implemented is really a very significant change -- you know we started Head Start in the 1960's when the best research we had was that ...we could really make a difference working with four and five year olds... well we know that if we could find a way to work with 0 to 3 year olds, we could make an even BIGGER impact... so starting in the first term we started putting resources in the early Head Start and we now have some model programs out there working. So that will give us, I hope, some information about how to intervene in this very important early stage. We've been working to increase the child care money available particularly to those coming off welfare and for those who are the working poor coming off of subsidies, and we will have to look very closely about what is the quality of that child care and how we use those federal funds to leverage good child care.

When I was in Florida with Governor Lawton Chiles speaking at an advocacy week program that was put on for children issues - both of us made that point that the states now have this huge responsibility for child care -- so how can the federal government through the research of people like Dr. Alexander who accumulates it - get that information out to the states so the states and the federal government can be partners in creating better quality child care.

So those are two things that are already ongoing that I hope this research can make a convincing case to members of Congress and others that we need to be working on.

Q: So far, we've been talking about applying the research to solve existing problems [inaudible]. Given the explosion of information about the brain that you've been talking about, and the rapid pace, knowing more in the last 20 years than in all previous times, if we continue to learn about the brain at that pace and find effective ways to turn the research into policy, we are talking about a future generation of children that are like no other, because we will have learned ways to stimulate, and ways to get through to the, and ways to nurture them that could potentially be a huge break with the past. Or, are we really only learning things that our great grandmothers knew, and we'd forgotten some of that?

Dr. Alexander: I think we have the capability, as we learn more about how people learn and how early we are capable of learning, of having a greater proportion of the population more capable than it has ever been before. If we take advantage of the knowledge that we are acquiring. We are also probably going to learn how to provide that stimulation in a more effective way than we ever have done it before. But the basic things that we're talking about, learning, nurturing, caring, are probably nothing that different from what we thought from our grandmothers, and experienced from our grandmothers. What we're probably going to be capable of, is greater intellectual growth and stimulation that we've had in the past.

HRC: You know, I think that's a really interesting question because a lot of what science is now proven many parents and grandparents going on back kind of instinctively knew, but many others didn't. What makes that division? Why do some people, and even people who two generations

ago were in impoverished conditions somehow the magic happens, and through stimulation and encouragement of learning or whatever the combination of factors might be, they grow up to be parents who stimulate their own child. You know, my mother as I write in my book, had no stimulation to speak up from her own parents. I mean, she was born to a 15 year old mother and a 17 year old father who were totally neglectful. Now, she had some other adults around her always through her life who did whatever one does to create the conditions for somebody to love learning and to love language and then to be able to pass it on to her own children. But if you had looked at her profile, of when she was born, you would have said, "well you know, destined to be kind of not very affective, not very successful". You don't want to get to the point where we say that there's only one way of doing this because we know too much about human nature, and we know too much about examples that defy our expectations to do that. But what we want to do is sort of increase the odds so that no matter who that child is, and who the parents of that child may be, anywhere in America, we are going to try to increase the odds of that child's God-given potential will be stimulated so that he or she can develop. And that is really what we are talking about. You know, a lot of people will just continue to do what their grandparents did and other adults will intervene where necessary to help out and to provide support for a child who might not get it from the parents. But we want to increase the odds to even more children will have that opportunity.

Q: Mrs. Clinton could you talk about how this conference fits in with your own attempt to define an agenda in a vision for what you're going to be doing in the second Clinton term?

HRC: It's just the same thing I've done for 25 years and that I am going to keep doing because I think these issues that we're talking about here today, and that I've tried to talk about concerning children and families, need to be on the forefront of the political agenda. They are not marginal issues, they are not issues that should be left to science or educators, or people who already have an existing interest in them. They ought to be in the forefront of our national debate because they, more than so much of what is talked about here in Washington, will determine the quality of life we have in our country. I think that there is a growing awareness of that. I've made a speech that some of you have heard on several occasions, where I put it in context of the '96 presidential election, because a lot of what the President talked about, leading up to that election, and during the campaign, was the stuff of how we live our life. And, it was part of his vision how together we can really change how we perceive our own possibilities, how we treat each other, how we live with one another, and most importantly, how we raise our children. I think, initially, there were some who thought, "What on earth does family leave or uniforms in schools or curfews or brain research have to do with a presidential campaign?" That's not what we should be talking about. And, I've tried to say, repeatedly, is that there is an element of politics that has always been there and in some ways is more determinative as to how people feel about themselves and their country than the big macro issues that dominate political discourse. And if you want to think about it in those terms, think about how those of us who have followed politics, who have been students of political science, we have talked often about realpolitik. You know, the relationships between nations and those are essential, I mean it's critical. You know we have a strong defense and an engaged foreign policy and that the big issues are dealt with. But, there's also what I call real life politic, "how do we live our lives?" How do we maximize the opportunity for each child born in the United States to be successful in school, be an effective, functioning citizen. That's

what I hear a lot about as I travel around the country, these sort of "kitchen table" issues. And that's what I've been concerned about ever since I became interested in these issues many, many years ago. So this is a continuation of my own personal concern, but also of the President's understanding of what it's going to take to create our political life. And to keep our democracy going. David Hamburg has done as much work on this issue as he has on these others. Maybe, before we go on, you'd like to add something David.

DH: I do think it's absolutely fundamental in the future of a democracy, that these issues be awfully well understood. There's been some tradition in the scientific community, of not talking to the public. To some degree, one of the worst charges you could make against a scientist 30 or 40 years ago, was that he was a "popularizer". I think Carl Sagan is a case in point. That was considered to be a bad thing to do. It just seems to me, if we're really serious about democracy, that it's just terribly important to have increasingly reliable methods for translating all this archaic stuff that goes on under Dr. Alexander's auspices, into language that everybody can understand.

Q: Inaudible. . . paid maternity leave. Dr. Hamburg has said that the average is 6 months, and that's because they get subsidized maternity leave, I mean is it because it's not really realistic, or because it really wouldn't make a difference?

HRC: Well, speaking just personally, not for the Administration, I think it's because people believe that in our current political climate, and given the characteristics that mark the American political character, that it's not realistic. We fought for 8 years to get unpaid leave for people who worked in employment settings of 50 or more, and that left out a huge number of people who are not even eligible for unpaid family leave. But, I think that, it was huge step forward for our country to adopt family leave legislation at all. And, what I'm hoping, is that over time, more and more business and political leaders will understand how it is in our long term, and I would argue, medium and short term, interest to support family leave and eventually paid family leave for as many workers as that's economically feasible. I think it's a kind of horse and cart issue, we have to make the case and part of what this brain research is doing, I believe, is making the case of the importance of those years because then over time, we could make the case that if we're hoping to produce effective citizens and employees, we need to start where it starts, which is in those early years. And we need to make sure that parents have the supports they need to be as fully engaged with their children as possible. [inaudible] Of course I'd be for it if it were feasible. If it were economically and politically feasible, though I don't know what the terms or the specific, or the contours of it would be, but I think it's the kind of policy that would make it possible for many more parents to take time to become attached to their child early on and to do some of the work in stimulation in child care that they know their child needs.

Q: Mrs. Clinton, what would HRC's five tips for stimulation be?

HRC: Besides reading and singing and talking, well, those are really important. I'll just tell you what I believe, and then I'll let the expert, Dr. Alexander chime in. The time spent, verbally, in a positive tone of voice, interacting with a baby, is time spent building those nerve cell connections called synapses, and that can be done in a lot of different ways. Some of the easiest ways are singing to a child, even if you have a terrible voice, sing until they know any better, I mean,

Chelsea stopped me singing when she realized I couldn't sing. I can remember that day like it was yesterday. . . . I used to sing to her every single night, and when she was about 18 months old, she reached up, put her hand on my mouth and said "no sing mommy". Now, her father kept singing because he wasn't tone deaf.

Reading to a child, even if your not a good reader. I've visited lots of GED programs, welfare reform employment training programs, and I've urged the parents there, predominantly mothers, to read to their children, often times, they'll say, well I'm not a good reader, and I'll say, before the age of three, your child doesn't know if you are a good reader. Hold the book, and tell a story. Just make sure it's the same story you tell, every time, holding the book, because the child will remember what the story is. I think that making up stories for a child is very stimulating.

Doing all those old fashioned games that again, parents and grandparents did, peek-a-boo games, the itsy bitsy spider game, all of that is not just some way to be engaged with your child, it really does stimulate brain growth. I think exposing your child to the out-of-doors, I mean taking your child outside and just pointing out the things that you see. Putting the child in the basket in the supermarket, and talking as you go down, pointing out what you see, I mean, there's so many opportunities that don't cost anything, that don't require you to go very far from home, that you can do, just within your own environment that will make the difference.

It is something to stress again, that it doesn't break down if you are a person who works outside the home, or inside the home, to get back to Helen's point, because as Dr. Alexander says, as a report that I write about in my book called Meaningful Differences says, you can be a terrifically engaged, stimulating parent staying home all day, or going to work, and coming home. And you can be an unstimulating, depressed, uninvolved parent staying home all day, or going out to work all day. That is not the determinative criterion. It is what you do, and how you engage with that child, our attentiveness, and awareness of what your child needs, picking up the messages and signals that your own child sends you, that really determine the quality of your parenting. Let Dr. Alexander respond, too.

Dr. Alexander: Those sound like 5 pretty good ones to me. Just a couple things I might add, we have also learned from research, the importance of physical movement kinds of stimulation. Whether it's swinging or tossing or interacting with a toy, whatever, so the physical movement kinds of stimulation are important. And any other just, close body contact. You never outgrow your need for hugs. And, the more, the better, and that kind of physical contact, is certainly important, from mother, father, anyone.

Q: Could somebody look at this data and say, 'gosh, I really should stay home for the first three years.' I've always thought my thing would be to go out in the work world, but now I've changed my mind because of this data, would that be a reasonable conclusion?

HRC: Yes, I think that a person could draw that conclusion. And a person could also draw the conclusion that I don't need to stay home for the first three years of life an attentive involved parent, and that requires that I do the following things with my child. I think that we have to be careful not to send any sort of uniform, cookie - cutter, one size fits all message because parents

come in all sizes, shapes, and experiences, so do babies. And I started out in my work years and years ago when I was in law school. And I saw so many different settings of parent - child interaction.

Let me just give you just two quick examples. I can remember working with Doctor Sally Province who was one of the early pioneers in the work of infant behavior. And she could look at a little infant interacting with her mother or her father and tell you so much about how those two people spend time together. And then she could help the parent understand what they were doing either right or wrong, because usually the only kids she saw were kids who were being under stimulated with some kind of presenting problem. And so often, you know, you hear from the mother this anguished voice: "I'm with her all day. I do everything I think I'm supposed to do. But it just isn't working." So that mother needed some help. She thought she was doing the right thing. She was home all day. Maybe that wasn't the right thing for that parent and that child. That there were some other strategies that were going to be workable.

On the other hand, you've got a lot of parents who need to work. They should not be made to feel any more guilt about their need to work and their child-rearing, than the society already puts on them. What they need to be given is some useful tips about how they can make sure they're the best parent they can be. And that includes looking for what makes good child care, because a lot of parents still don't know what it is that they want to find when they go into that child care center. Knowing what they can do with their child when they are at home, understanding this research. And so there's just a lot of different elements to this and I don't think that what would be a reasonable conclusion for one parent to draw, should then be generalized so that every parent should do this. I think we have to be much more thoughtful I how we approach this. David, were you going to say something?

DH: Basically, the Starting Points panel looked at this in terms of options, and it is certainly an option that ought to be preserved. It should in no way be discouraged for the mother, or by the way, the father. One of the things the Starting Points panel looked at to some extent was the issue of cooperation and the extent to which fathers are compensating for time now not being spent at home by mothers. The answer is not much so far, but maybe there's a little trend in that direction, with both parents involved as care givers. But in any case, that option of doing it yourself at home to the extent you possibly can, is an option that ought to be preserved. Although realistically, the panel had to face the fact that in over half the cases, both parents are out working, and therefore, you simply have to come to terms with that reality as best you can, and, as Mrs. Clinton said, adopt an array of strategies that will meet different kinds of situations.

Q: We're not saying that women should necessarily stay at home, or not stay home or whatever, probably the other one biggest policy other than family leave that's affected a lot of young mothers, is the welfare bill that was signed last year which had the effect of making a lot of women who don't necessarily want to leave their homes, [inaudible], put them into child care. How is that consistent?

HRC: I've thought a lot about this Peter. I mean, I think this is a very fair question, and if I can just sort of relate how I've thought about it. First of all, as Dr. Hamburg said, most women are

now in the work force, even mothers of infants and toddlers. So there are a lot of women in minimum wage jobs, low paying jobs, working as hard as they can to either help supplement their husbands salaries, or as a single parent, being the sole support of their children. They are now coping with all of these challenges in how they raise their children. I have never understood or thought it was fair that those women would get themselves into the work world, do the best they can, while we would support other women to stay at home when the women in the work world didn't have that choice.

I think everybody who has to work to support themselves should be on the same playing field in the sense that everybody should have to be responsible and do their part for themselves. But, that doesn't answer what we're going to do with these millions of women coming off of welfare and into the work world. And I think there are a number of strategies that the states are developing, and the federal government is encouraging. One is to train some of these women to be child care workers. There is a shortage of quality child care, I would like to see a significant effort undertaken so that we could create more effective child care settings using the money that's in the welfare reform bill and the child care appropriations to help fund that kind of training and to find subsidies so that families can afford those subsidies. There are a lot of job opportunities in this field if it is seen as a priority. Also, I think that all parents of any kind of economic background right now can use this information to be better parents. And so, the fact that welfare mothers are being encouraged, and then will be eventually required to seek work, should not be the determining factor in the quality of their parenting. Just like women who have worked have had to make the trade-offs and understand how to be the best parent possible while you work in the home and outside the home. These women will also have to face up to that, and it has been my experience in many years of working with and talking with women on welfare that there is a sense of pride and accomplishment which accompanies moving off of welfare, becoming self-sufficient--which is a very good message to send to children. I mean, one of the results, and I'd like Dr. Alexander just to say a word about this, one of the results of the child care study which reinforces everything we know about child development is that a depressed, lethargic, uninvolved mother, whether she is living in a housing project or in a palace, has a detrimental effect on the quality of parenting and interaction with her child. And so we have to be more, we have to be more thoughtful about this. There have been many women on welfare who have done a terrific job raising their children against unbelievable odds. And there are those who have not. Just like in any zip code with the highest income in America, you can find mothers who have done a terrific job and those who have had problems. So what we are trying to do is to look at strategies and solutions and not point fingers and say, well, if you stay home, you're this, and if you go to work, you're that, and if you're poor, you're this, and if you're rich, you're that. Because so many of those characteristics in individual cases don't explain what's going on. Dr. Alexander, [inaudible]

Dr. Alexander: Yeah, the day care study looked particularly at the maternal-child relationship and mother-child interaction. The former at fifteen months of age and the latter at twenty-four and thirty-six months of age. In relation to the day care experience as well as to the home environment. As direct observations of the interactions between mother and child at home and in a laboratory setting as well as the day care environment. The study at fifteen months show that the day care environment had not, did not have a negative impact on [inaudible], the day care experience did not have a negative impact on the mother-child, uh, relationship, uh, as long as the

mother-child relationship was good at home. And the governing factor really was the kind of interaction that the mother and the child had at home, not whether the child was in day care or not. Similarly, at twenty-four and thirty-six months, we looked at interactions with the mother and the child. And again the key factor was, as long as the day care quality was satisfactory, the governing factor was the interaction between the mother and the child at home. And whether the mother was passive, depressed, whatever. This is what had a negative impact on that interaction, not the day care situation.

Q: Two questions. One is for Dr. Alexander and one is for Mrs. Clinton. I can't remember whether you discussed this in your book but what did you do when Chelsea was born. Were you working? Did you take a lot of time off? Was it a hard and fast decision? And the other question is just, we've been talking a lot about mothers and children, I'm wondering if in all of the research it shows that, is that bond between a mother and a child more important than a father if the father is the primary care giver, does it have the same effect?

Dr. Alexander: Okay, we unfortunately don't have the answer to the father question yet. That's data that has been collected but not yet analyzed. So I wish I could answer that but I can't based on the data from the study. Sorry, we will have that.

HRC: Uh, I took a four month leave and because I was a partner in a law firm, my compensation wasn't effected because at the end of the year, I mean I got my salary and then I got whatever of my percentage of the income I was due was. So I didn't have the same issues. And one thing I have worked hard for was to make sure that leave was available, not only for lawyers, but for staff people and the like. And it is a very tough case to make in any kind of employment setting. Unpaid leave or paid leave, there are just so many economic considerations that people felt are controlling. And then there are also some sort of cultural considerations as well. My personal experience was that nobody that I worked with would talk to me about the fact that I was pregnant. This was seventeen years ago and I just kept on getting bigger and bigger and bigger. And they kept averting their eyes and not dealing with it. And so there was never any discussion and there was no policy. And so therefore after I had Chelsea, I just said well I'm going to take some time off. And they didn't know how to deal with it. And so they said, well alright. You know. And it was just kind of the way we backed into those decisions those days. And it has gotten better in many settings because at least there are policies and there is a sense of predictability and people can plan. But there is still this cultural resistance to the idea of leave in our society. And there is still is, I think, this very strong sense that pregnant women and women with small babies shouldn't be at work anyway. So maybe if we don't deal with it, we don't confront it, we'll kind of, by attrition, change the demographics. And of course, that overlooks all the single women who are supporting themselves and small children. And it overlooks women who have to work otherwise out of economic necessity. And it overlooks women who choose to work for the vast number of reasons that women like us around this table have chosen to work. So I think that we're kind of in one of those cultural limbos. And whenever Dr. Hamburg raises the point about how Western Europe or Canada or Japan and other countries that have leave and including paid leave deal with these issues, the response always comes back, oh, but they have ten percent unemployment, twelve percent unemployment. Their growth rate is down and all of that. But if you look at economic indicators solely and you don't look at costs associated with the

economic choices that a society makes, you get a distorted picture. And that's one of my arguments, about how we should start thinking about a much broader definition about what our investments of our country should be and what the costs that we are paying should be. I refer to a book in my book that a conservative, kind of economist observer named Edward Litwack (sp?), I think is his name, has written about turbo-charged capitalism. And he said you know, we in America seem to only look at the bottom line and we don't fully define the bottom line. And he gives an example. He said, you know, you can go to some countries and they have leave and they have this and they have that. And American business and American political leaders say, "oh my gosh, that's such a drag on the economy. That's so expensive. They have smaller, cheaper prisons. They have smaller, cheaper mental health and drug abuse loads." You know, you just kind of go down the list. And if we were honest with ourselves and if we really tally up what we spend for social costs that are preventable. There will always be people that will have to go to prison. There will always be people who are socially and personally destructive. Human nature being what it is. But cutting the numbers of people who end up causing trouble for themselves or others, is a smart way to be thinking about where we, as a society, would like to end up, both socially and economically. I think that part of what I hope this research is going to cause people to be stimulated to discuss is different ways of evaluating our success as a nation. And if we do that, then I think we can be sensible in coming up with some solutions. You looked poised to say something, David?

DH: The prevention, if you're talking about if you either pay now or you pay later, there are a number of studies. There is a new one, which I haven't seen but I've heard about, from Rann (sp?) which you may associate with defense studies, correct me but they have now taken on domestic problems as well, that looks at what you get from this dollar invested in these zero to three interventions down the road. And there have been a variety of studies on that. And it always runs somewhere in the neighborhood of five or ten dollars saved down the road. We have defined these things in terms of the health care system, the education system, the prison system, whatever name you apply to it, there are a whole bunch of rotten outcomes that to a considerable extent can be prevented, even in the light of present knowledge and will be much more so with the research in the next ten, twenty years. So we have to really think much harder about the whole approach of prevention, identifying major risk factors and how you can deal with those risk factors. In a way now, I guess that we've changed our behavior with respect to smoking. Nobody in medicine, hardly anybody thought that would happen when I was a medical student, but it's happened big time. It happened more in this country than in most other countries. So, I think that kind of thinking in terms of prevention and early investment for good outcomes is an important thing to do across the board.

HRC: I just want to end by saying that one of the responses to that, whenever I make the argument, is that, you know, it's too expensive, it's too interventionist, and it won't work. And that what we need to do is get back to a time when each individual was responsible for him or herself and each family was an island onto itself. And nobody needs any help from anybody else. And certainly not from the federal government.

And part of the reason I wrote my book was to make what I think is a common sense argument, which is that we are all in this together. Whether we like it or not. And when we think about



ways of being helpful to each other, we don't have to think only in one way. You know, we have moved considerably from the idea that top-down, one size fits all, solutions are the way we should go. But we have not yet really accepted, I think, the evidence that is around us. That there are many strategies that do work. That if we spend a little money and a little time implementing would have big pay-offs. And that certainly focusing on the individual and particularly on the individual parent and thinking what could we do as a society that would help maximize good parenting and better child outcomes. And if we thought like that, then, yes, there might be some government programs.

But there would also be some things business would do and that there would be some things that the media would do on a regular basis, not a one shot deal, continuing, and there would be different ways schools would be organized and community groups would take a different look and have a different responsibility, certainly the health care system, starting with prenatal care but moving through the child's development would be thinking differently and organizing differently, and it wouldn't necessarily be more expensive. But, it would be different, and I guess that's part of what we hope this research will stimulate. That people will start to say to themselves, "Is what we are doing, more likely than not, to increase the chances that parents and children will have more of a chance to be successful together."

# Addressing a Conflict Raised By Children and Careers

## Hillary Clinton Hosts Conference on Early Education

By Peter Baker  
Washington Post Staff Writer

No matter how obvious her pregnancy became, Hillary Rodham Clinton noticed that her partners at a Little Rock law firm did everything they could to avoid raising the subject. "I just kept on getting bigger and bigger and bigger and they kept averting their eyes and not dealing with it," she recalled the other day.

So in the absence of any formal policy or even much discussion, the future first lady took it upon herself to decide she would take four months of maternity leave after the birth of her daughter.

More than 17 years later, Chelsea Clinton has grown up and is getting ready for college, but her mother is still trying to force issues to the table that defy easy answers, even for her. This time, however, she can use the power of the White House to force others to pay attention.

As she hosts a day-long conference on early childhood education in the East Room today, Hillary Clinton hopes to focus more attention on new research on the importance of the first three years of life to a child's brain development. Yet her latest project exposes a subtle tension for the nation's most prominent working mother: how to encourage parents to be more attentive to their toddlers without seeming to betray her feminist ideals by urging career women to stay home.

"That's the real challenge they face," said Douglas J. Besharov, a scholar at the American Enterprise Institute and editor of a recent book on early childhood. "They've got to somehow present this in a way that doesn't make women who either have to work for financial reasons or emotional reasons or because that's what they want to do feel too guilty about it."

Today's event, informally referred to as the "brain conference" around the White House, will include President Clinton and a plethora of scientists, pediatricians, religious leaders and others and will be broadcast by satellite across the country. The assemblage will examine recent studies on child development and explore their implications on public policy and private behavior.

In many cases, the lessons drawn from the research surely will be met with universal agreement. Just yesterday, as part of the buildup for the conference, Hillary Clinton announced a national partnership aimed at getting children's doctors to "prescribe reading" aloud for parents of infants and toddlers.

However, the underlying message of the conference touches on the larger societal anguish over finding the proper balance between family and work in an age when 57 percent of mothers of children under age 3 work outside the home. It's a conflict that the first lady acknowledges even as she tries to tiptoe around it.

During a briefing for reporters earlier this week, Clinton endorsed the idea of six months of government-mandated paid maternity leave, but then immediately dismissed it as politically impossible. Asked if the latest scientific data should persuade new mothers to stay home for three years, she reflected the ambivalence felt by many young parents.

"I think that a person could draw that conclusion—and a person could also draw the conclusion that I don't need to stay home for the first three years of life to be an attentive, involved parent," Clinton said. "We have to be careful not to send any sort of uniform, cookie-cutter, one-size-fits-all message because parents come in all sizes, shapes and experiences, and so do babies."

To some extent, her thinking underscores the evolution of the gender revolution, according to some scholars. Frances K. Goldscheider, a sociology professor at Brown University who has written extensively on families, said the first half of the revolution was effectively anti-family because women were "trying to be like men." Now, she said, society is entering a new stage in which she hopes the rules will not be so rigid and women and men can stay home without jeopardizing their careers.

"I'm comfortable with having lots of parents around the first year," Goldscheider said. "I think it's insane for young mother attorneys to try to get back to the office within the first two weeks. . . . It's taken me a while to come around to this, as a feminist for 30 years, but families are just too important."

Even without input from her colleagues, of course, Hillary Clinton's choice all those years ago was far easier than those confronting many young mothers today. At the time, she was living in the Arkansas governor's mansion; remained a partner at the Rose Law Firm and still received her compensation at the end of the year.

For hundreds of thousands of women on welfare, on the other hand, the Clinton administration essentially made the choice for them. Legislation signed last year to overhaul welfare will force many mothers to work, an issue that troubled the first lady, as she made clear during this week's briefing.

But she said that after much thought, she came to the conclusion that it is unfair for the government to "support other women to stay at home when [many of] the women in the work world didn't have that choice."

Besides, she stressed, the responsibilities of child rearing should not fall entirely to women, and the amount of time spent with a child is only one factor. "A depressed, lethargic, uninvolved mother, whether she is living in a housing project or in a palace, has a detrimental effect on the quality of parenting and interaction with her child," she said. "And so we have to be more thoughtful about this."

# The Washington Post

THURSDAY, APRIL 17, 1997

# D.C. Students Give Gift of Themselves

## 10th-Graders Helping To Teach First-Graders

By Sari Horwitz  
Washington Post Staff Writer

Cardozo High School teacher Spencer Salas used to watch the tiny, spirited children running to elementary school across the street in the morning and wonder how he could harness their energy to motivate his 10th-graders, who often straggled in late.

His creative answer—a program in which Cardozo's 10th-graders help teach the Meyer Elementary School first-graders how to read by sharing stories they have written—drew first lady Hillary Rodham Clinton and other city and national leaders to Cardozo last week.

Clinton—joined by D.C. school Chief Executive Julius W. Becton Jr., former senator Harris Wofford (D-Pa.), the chief executive officer of the Corporation for National Service; and D.C. Council member Frank Smith Jr. (D-Ward 1)—said that Salas's program is just the kind of learning experience she wants replicated in other District schools.

The Cardozo program is part of a larger "service-learning" initiative coordinated by Funds for the Community's Future. The organization will send AmeriCorps VISTA volunteers to every D.C. high school next year to encourage similar programs that blend service projects with classroom lessons.

At Cardozo, in the Shaw neighborhood of Northwest, the 10th-grade tutors are Latino students, many of whom have been in this

See CLINTON, Page 2, Col. 1

### CLINTON, From Page 1

country only a few years and are struggling to learn to read English themselves.

"Both groups of students learn from each other," Clinton said. "This improves the Cardozo students' own skills in English and writing, and it improves the young children's reading skills."

The students and their teacher said that perhaps an even more

**"Both groups of  
students learn from  
each other."**

— Hillary Rodham Clinton

valuable experience is being shared by Cardozo's Latino students and the group of children, most of them African American, they tutor—an understanding and appreciation of each other.

Long-simmering tension between African American and Latino students is a growing problem at Cardozo and other city schools. But there's an altogether different relationship between the Latino

tutors and the African American children they read to, said the students.

"Little children don't judge you," said Sonia Medrano, a 10th-grader who moved to Washington from El Salvador a year ago. "They just see the person you are. They accept us no matter what the color of our skin is or what race we are."

The story Sonia read to the first-graders yesterday was one she wrote about an African proverb that "a thief is always under suspicion." Her story recalled the time money was missing from her room and she discovered that her brother, Jaime, took it.

"Now when I leave my money and I don't find it again, I think Jaime took it again," she read to the children. "And maybe he didn't take it." A first-grader asked her what the words *thief* and *suspicion* meant. Clinton asked Sonia how long it took her to write the story (15 minutes).

"It makes you feel important when you're teaching someone," Ada Garcia, another Cardozo tutor, told Clinton. "It makes you feel like you are something."

Clinton has visited five District schools in recent months. Last week, she and Canadian first lady Aline Chretien joined sixth-graders

at Burrville Elementary in Northeast who waved and said hello to students at a Canadian school with the help of video conferencing technology.

Clinton won over Cardozo's faculty with her praise for the school's junior ROTC members, her interest in their two-year-old program and her participation in a round-table discussion. She scored big with students and teachers when she accused reporters of focusing mostly on youths who get into trouble.

"The president and I know the vast majority of our young people are doing the best they can to navigate through their teenage years," Clinton said.

**The Washington Post**  
THURSDAY, APRIL 17, 1997

# Studies Show Talking With Infants Shapes Basis of Ability to Think

By SANDRA BLAKESLEE

When a White House conference on early child development convenes today, one of the findings Hillary Rodham Clinton will hear from scientists is that the neurological foundations for rational thinking, problem solving and general reasoning appear to be largely established by age 1 — long before babies show any signs of knowing an abstraction from a pacifier.

Furthermore, new studies are showing that spoken language has an astonishing impact on an infant's brain development. In fact, some researchers say the number of words an infant hears each day is the single most important predictor of later intelligence, school success and social competence. There is one catch — the words have to come from an attentive, engaged human being. As far as anyone has been able to determine, radio and television do not work.

"We now know that neural connections are formed very early in life and that the infant's brain is literally waiting for experiences to determine how connections are made," said Dr. Patricia Kuhl, a neuroscientist at the University of Washington in Seattle and a key speaker at today's conference. "We didn't realize until very recently how early this process begins," she said in a telephone interview. "For example, infants have learned the sounds of their native language by the age of six months."

This relatively new view of infant brain development, supported by many scientists, has obvious political and social implications. It suggests that infants and babies develop most rapidly with caretakers who are not only loving, but also talkative and articulate, and that a more verbal family will increase an infant's chances for success. It challenges some deeply held beliefs — that infants will thrive intellectually if they are simply given lots of love and that purposeful efforts to influence babies' cognitive development are harmful.

If the period from birth to 3 is crucial, parents may assume a more crucial role in a child's intellectual development than teachers, an idea sure to provoke new debates about parental responsibility, said Dr. Irving Lazar, a professor of special education and resident scholar at the Center for Research in Human Development at Vanderbilt University in Nashville. And it offers yet another reason to provide stimulating, high-quality day care for infants whose primary caretakers work, which is unavoidably expensive.

The idea that early experience shapes human potential is not new, said Dr. Harry Chugani, a pediatric

neurologist at Wayne State University in Detroit and one of the scientists whose research has shed light on critical periods in child brain development. What is new is the extent of the research in the field known as cognitive neuroscience and the resulting synthesis of findings on the influence of both nature and nurture. Before birth, it appears that genes predominantly direct how the brain establishes basic wiring patterns. Neurons grow and travel into distinct neighborhoods, awaiting further instructions.

After birth, it seems that environmental factors predominate. A recent study found that mice exposed to an enriched environment have more brain cells than mice raised in less intellectually stimulating conditions. In humans, the inflowing stream of sights, sounds, noises, smells, touches — and most impor-

## Environmental factors seem to take over for genetic influence.

tantly, language and eye contact — literally makes the brain take shape. It is a radical and shocking concept.

Experience in the first year of life lays the basis for networks of neurons that enable us to be smart, creative and adaptable in all the years that follow, said Dr. Esther Thelen, a neurobiologist at Indiana University in Bloomington.

The brain is a self-organizing system, Dr. Thelen said, whose many parts co-operate to produce coherent behavior. There is no master program pulling it together but rather the parts self-organize. "What we know about these systems is that they are very sensitive to initial conditions," Dr. Thelen said. "Where you are now depends on where you've been."

The implication for infant development is clear. Given the explosive growth and self-organizing capacity of the brain in the first year of life, the experiences an infant has during this period are the conditions that set the stage for everything that follows.

In later life, what makes us smart and creative and adaptable are networks of neurons which support our ability to use abstractions from one memory to help form new ideas and solve problems, said Dr. Charles Stevens, a neurobiologist at the Salk Institute in San Diego. Smarter people may have a greater number of

neural networks that are more intricately woven together, a process that starts in the first year.

The complexity of the synaptic web laid down early may very well be the physical basis of what we call general intelligence, said Dr. Lazar at Vanderbilt. The more complex that set of interconnections, the brighter the child is likely to be since there are more ways to sort, file and access experiences.

Of course, brain development "happens" in stimulating and dull environments. Virtually all babies learn to sit up, crawl, walk, talk, eat independently and make transactions with others, said Dr. Steve Petersen, a neurologist at Washington University School of Medicine in St. Louis. Such skills are not at risk except in rare circumstances of sensory and social deprivation, like being locked in a closet for the first few years of life. Subject to tremendous variability within the normal range of environments are the abilities to perceive, conceptualize, understand, reason, associate and judge. The ability to function in a technologically complex society like ours does not simply "happen."

One implication of the new knowledge about infant brain development is that intervention programs like Head Start may be too little, too late, Dr. Lazar said. If educators hope to make a big difference, he said, they will need to develop programs for children from birth to 3.

Dr. Bettye Caldwell, a professor of pediatrics and an expert in child development at the University of Arkansas in Little Rock, who supports the importance of early stimulation, said that in early childhood education there is a strong bias against planned intellectual stimulation. Teachers of very young children are taught to follow "developmentally appropriate practices," she said, which means that the child chooses what he or she wants to do. The teacher is a responder and not a stimulator.

Asked about the bias Dr. Caldwell described, Matthew Melmed, executive director of Zero to Three, a research and training organization for early childhood development in Washington, D.C., said that knowing how much stimulation is too much or too little, especially for infants, is "a really tricky question. It's a dilemma parents and educators face every day," he said.

In a poll released today, Zero to Three found that 87 percent of parents think that the more stimulation a baby receives the better off the baby is, Mr. Melmed said. "Many parents have the concept that a baby is something you fill up with information and that's not good," he said.

The New York Times

THURSDAY, APRIL 17, 1997

1  
2

## TIMETABLE

### The Growing Brain: What Might Help Your Infant

Dr. William Staso, an expert in neurological development, suggests that different kinds of stimulation should be emphasized at different ages. At all stages, parental interaction and a conversational dialogue with the child are important. Here are some examples:

**FIRST MONTH** A low level of stimulation reduces stress and increases the infant's wakefulness and alertness. The brain essentially shuts down the system when there is overstimulation from competing sources. When talking to an infant, for example, filter out distracting noises, like a radio.

**MONTHS 1 TO 3** Light/dark contours, like high-contrast pictures or objects, foster development in neural networks that encode vision. The brain also starts to discriminate among acoustic patterns of language, like intonation, lilt and pitch. Speaking to the infant, especially in an animated voice, aids this process.

**MONTHS 3 TO 5** The infant relies primarily on vision to acquire information about the world. Make available increasingly complex designs that correspond to real objects in the baby's environment; motion also attracts attention. A large-scale picture of a fork, moved across the field of vision, would offer more

stimulation than just an actual fork.

**MONTHS 6 TO 7** The infant becomes alert to relationships like cause and effect, the location of objects and the functions of objects. Demonstrate and talk about situations like how the turning of a doorknob leads to the opening of a door.

**MONTHS 7 TO 8** The brain is oriented to make associations between sounds and some meaningful activity or object. For example, parents can deliberately emphasize in conversation that the sound of water running in the bathroom signals an impending bath, or that a doorbell means a visitor.

**MONTHS 9 TO 12** Learning adds up to a new level of awareness of the environment and increased interest in exploration; sensory and motor skills coordinate in a more mature fashion. This is the time to let the child turn on a faucet or a light switch, under supervision.

**MONTHS 13 TO 18** The brain establishes accelerated and more complex associations, especially if the toddler experiments directly with objects. A rich environment will help the toddler make such associations, understand sequences, differentiate between objects and reason about them.

"We are concerned that many parents are going to take this new information about brain research and rush to do more things with their babies, more activities, forgetting that it's not the activities that are important. The most important thing is connecting with the baby and creating an emotional bond," Mr. Melmed said.

There is some danger of overstimulating an infant, said Dr. William Staso, a school psychologist from Orcutt, Calif., who has written a book called "What Stimulation Your Baby Needs to Become Smart." Some people think that any interaction with very young children that involves their intelligence must also involve pushing them to excel, he said. But the "curriculum" that most benefits young babies is simply common sense, Dr. Staso said. It does not involve teaching several languages or numerical concepts but rather carrying out an ongoing dialogue with adult speech. Vocabulary words are a magnet for a child's thinking and reasoning skills.

This constant patter may be the single most important factor in early brain development, said Dr. Betty Hart, a professor emeritus of human development at the University of Kansas in Lawrence. With her colleague, Dr. Todd Ridley of the University of Alaska, Dr. Hart recently

### Challenging the deep belief that lots of love is enough.

co-authored a book — "Meaningful Differences in the Everyday Experience of Young American Children."

The researchers studied 42 children, born to professional, working class or welfare parents. During the first two and half years of the children's lives, the scientists spent an hour a month recording every spoken word and every parent-child interaction in every home. For all the families, the data include 1,300 hours of everyday interactions, Dr. Hart said, involving millions of ordinary utterances.

At age 3, the children were given standard tests. The children of professional parents scored highest. Spoken language was the key variable, Dr. Hart said.

A child with professional parents heard, on average, 2,100 words an hour. Children of working-class parents heard 1,200 words and those with parents on welfare heard only 600 words an hour. Professional parents talked three times as much to their infants, Dr. Hart said. More

over, children with professional parents got positive feedback 30 times an hour — twice as often as working-class parents and five times as often as welfare parents.

The tone of voice made a difference, Dr. Hart said. Affirmative feedback is very important. A child who hears, "What did we do yesterday? What did we see?" will listen more to a parent than will a child who always hears "Stop that," or "Come here!"

By age 2, all parents started talking more to their children, Dr. Hart said. But by age two, the differences among children were so great that those left behind could never catch up. The differences in academic achievement remained in each group through primary school.

Every child learned to use language and could say complex sentences but the deprived children did not deal with words in a conceptual manner, she said.

A recent study of day care found the same thing. Children who were talked to at very young ages were better at problem solving later on.

For an infant, Dr. Hart said, all words are novel and worth learning. The key to brain development seems to be the rate of early learning — not so much what is wired but how much of the brain gets interconnected in those first months and years.

The New York Times

THURSDAY, APRIL 17, 1997

2/2

4.15.97: BRAIN  
CONFERENCE

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                      | DATE      | RESTRICTION |
|--------------------------|------------------------------------|-----------|-------------|
| 002. schedule            | Hillary Clinton [partial] (1 page) | 4/15/1997 | P6/b(6)     |

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer (Early Childhood Development Issue Binders)  
OA/Box Number: 19012

### FOLDER TITLE:

Early Childhood Development #1: Early Childhood Development [5]

2006-0198-F

wr732

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**TUESDAY, APRIL 15, 1997**

**FINAL**

**WASHINGTON, D.C.**

[002]

**SCHEDULER:**

**JAYCEE PRIBULSKY**

**202/456-2922**

**OFFICE**

**202/456-5340**

**FAX**

P6(b)(6)

**PREV RON**

**The White House**

**\*\*\*NO PUBLIC SCHEDULE\*\*\***

**RON**

**The White House**

**WEATHER FORECAST FOR WASHINGTON, D.C.:**

-Mostly sunny. Wind light and variable becoming south at 4 to 8 knots. Low 37. High 64.



## TALKING IT OVER

BY HILLARY RODHAM CLINTON  
FOR IMMEDIATE RELEASE

Here is some news that should bring peace of mind to millions of parents who work outside the home and entrust their children to child care. A long-term study sponsored by the National Institute of Child Health and Human Development has concluded that children in high-quality day care are just as well off intellectually as children cared for at home by full-time mothers.

But wait a minute, you say. Just last week, there were news reports about an Arkansas church that decided to close its day-care center to force more mothers to stay at home. Church board members said that working mothers were harmful to the family and neglectful of their children.

What's going on here?

The latest research findings should help ease the confusion about what is best for our children. The study -- the most detailed to date -- shows that the quality of child care has a strong influence on a child's development. Researchers discovered that while home and family are the primary influences in a child's life, a nurturing, stimulating day-care environment can indeed have positive effects on our children's cognitive growth. Quality child care in the early years -- care with a high degree of interaction between the adult caregiver and the child -- can also lead to a stronger bond between mother and child. The study did note, however, that children who spend a great deal of time in child care tend to have slightly weaker relationships with their mothers.

In short: Children need love, attention, stimulation and discipline no matter what setting they are in, whether it is with their own parents, baby sitters, day-care workers, preschool teachers, neighbors or relatives. What matters most is the quality of care they receive.

I have seen examples over the years of parents who work full-time and still manage to give their children boundless love and support and others who are stressed out and distracted. And I've seen parents who stay at home all day and are uninvolved, inattentive and emotionally divorced from the children they are raising and others who are models of parenthood. And I, like many working mothers, have seen examples of child care that run the gamut from shameful to superlative.

Put simply, good parenting and good child care are good for children, while lousy parenting and lousy child care are not.

Rather than leap to emotional and impulsive conclusions about the "right" and "wrong" roles for mothers who work in or out of the home, we should focus our energies on ways to help parents ensure that their children's emotional and developmental needs are met, especially during the earliest years.

Most women work outside the home for reasons of economic necessity, not choice. Half of all mothers today return to work before their babies' first birthdays because their families depend on their incomes to make ends meet. And today, the economic and social shifts that have made women valued and essential members of our work force have also made child care a fact of life for most Americans.

As a result, strengthening our child-care system must be a national priority. While there is a variety of child-care options in our country -- from family day-care homes where one adult supervises several children to day-care centers affiliated with churches, universities and businesses -- the quality of care is often uneven.

There are several reasons why: Too many child-care workers are undervalued, underpaid and undertrained. Too many environments for child care do not meet standards of cleanliness, space and size. And too many deny children the affection and attention they need.

Each of us has a stake in changing this situation. As a nation, we need to insist that the training and pay of child-care workers become a higher priority. Businesses can do their part by making sure employees have access to affordable, quality child care through on-site child-care centers, referral services, flexible work schedules and even tax advantages for salary used for child care. And government can play a role in providing subsidies for working parents who are struggling financially and women who are moving from welfare to the work force.

Parents themselves also need to demand better care. Parents can learn a lot about child care by making unannounced visits to a site before and after enrolling their children. They should investigate a site's basic safety, the experience and training of workers, and whether the setting is appropriate for their child's stage of development.

Research and science are telling us more about the kind of care and interactions our children need from the adults in their lives. Now we owe it to ourselves and our children to make good on the reliable new information we have.

**COPYRIGHT 1997 CREATORS SYNDICATE, INC.**

**ALL RIGHTS RESERVED**

April 8, 1997

LEVEL 1 - 56 OF 65 STORIES

Copyright 1997 Charleston Newspapers  
The Sunday Gazette Mail

April 13, 1997, Sunday

SECTION: Editorial; Pg. P7B

LENGTH: 901 words

HEADLINE: 'BRAIN NOURISHMENT' ESSENTIAL FOR CHILDREN

BYLINE: Joan Beck

BODY:

IT'S ONLY A one-day conference on April 17, limited to the number of influential people who can be packed into the White House's East Room. But the idea President and Hillary Clinton are plugging is one of the most exciting of the century, its implications are staggering and its promise is mind-boggling.

The title is almost as long as a press release: The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

It's time the idea got a strong push, especially from a chief executive who wants to be called "The Education President" and a first lady who found a niche as a child advocate.

Research accumulating for more than three decades shows beyond doubt the quality and quantity of early mental stimulation help determine how capable a child's brain will be for life. Learning in the first few years of life actually influences the physical brain, how the neurons will interconnect, how well the brain will "think" how "smart" the child will be. Educational opportunities later on in life do not affect the brain in the same way or have such an important impact.

An environment rich in opportunities to learn can raise a child's potential IQ by 20 to 30 points because of its impact on brain development. Mental malnourishment early in life can lower potential IQ permanently, beyond what even the best schooling can compensate for completely.

Schooling can help a child use the brain he has effectively, give him vast amounts of information and motivate him to learn. But only in the early years of life can mental stimulation actually change the brain

to make it a more effective organ of thinking.

Now, the challenge is to identify the kinds of learning experiences that nourish young children's brains best and how they can be made available to all our kids. Some participants in the White House conference will talk about model programs being developed in several communities around the country.

Despite the excitement and promise of neurological research on brain development, many leaders in the growing field of early childhood education are still too tradition-bound to appreciate its potential and misunderstand early learning as imposing formal and inappropriate lessons on restless youngsters. Their programs concentrate on emotional development, social behavior and nutrition - necessary, of course. But parents, politicians and donors may be misled into assuming they provide more neurologically based mental stimulation than they actually do.

More than half of all mothers with young children now hold jobs outside the home, limiting the time and energy they can devote to their youngsters. Using early learning strategies can make their time together happier, more beneficial to the children and more rewarding for the parents.

Much of what good parents do by instinct or because it makes their children happy provides good nourishment for their brains. Talking to a baby, responding to his efforts to communicate by body language or by babbling, creating safe spaces at home where he can explore freely, just giving him something new to see or do when he fusses out of boredom all help the brain to grow.

Parents need more ideas about brain-nourishing activities. They need more time and more flexibility in their jobs so their children don't have to come in second so often. Most of all, they need a new understanding and appreciation of how much they can contribute not only to their youngsters' physical and emotional well-being but to their growing intelligence.

Public school systems generally ignore children younger than age 5 and

are too hard-pressed financially to explore the possibilities of reach-out programs.

Many of the special programs set up to give early learning help to high-risk youngsters in poor areas have had only minimal success. They usually use traditional day-care models and give priority to youngsters' urgent physical and emotional needs.

This is what happens in many Head Start programs, which generally offer too little, too late, in the way of mental nourishment. Early Head Start, begun in 1994, is intended to help children from birth to age 3 in low income areas, but it is still too small and too new for good evaluation.

The promises of early learning based are too exciting to brush over lightly or to push aside after the White House conference in the rush of other political matters. It isn't clear yet, however, how best to make the advantages of these new findings available to all our children, especially those in dysfunctional families and those at risk.

That's where the president and first lady could really make a difference. By sticking with this idea for the rest of his term. By using whatever funding Clinton can bully out of Congress to start and expand model programs. By pestering Head Start administrators to upgrade standard day-care fare with special brain-nourishing components. By generating the national sustained excitement that the promise of the new research deserves.

The idea could do a lot for the Clintons - as well as for the nation's kids.

Beck is a columnist for the Chicago Tribune.

LOAD-DATE: April 14, 1997

LEVEL 1 - 55 OF 65 STORIES

Copyright 1997 Times Publishing Company  
St. Petersburg Times

<=1> View Related Topics

April 15, 1997, Tuesday, 0 South Pinellas Edition

SECTION: FLORIDIAN; Pg. 1D

LENGTH: 2289 words

HEADLINE: PLUGGING INTO BABY'S BRAINPOWER

BYLINE: ELLEN DEBENPORT

BODY:

That unfocused look in the eyes of a newborn baby reflects a significant scientific fact: Her brain isn't hooked up yet.

By the time she's 3, her brain will have wired its own neurons - about 100-billion brain cells - into pathways that will govern how she sees, hears, speaks and reacts for the rest of her life.

New research on the development of babies' brains shows the wiring depends not just on genes but on experience. The way a baby is taught and treated as a very young child may largely establish her intelligence and personality.

It's a heavy responsibility for parents, and the new information has implications for all society.

Are young children getting all the nurturing and stimulation they need? Are they being read to or hugged enough? What of children in day care? Should government try to make sure children turn out right?

If you haven't heard yet about the new science on babies' brains, just wait.

President and Mrs. Clinton plan a Washington summit Thursday called the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

A publicity blitz is planned for late April, called the Early Childhood Public Engagement Campaign. It is the brainchild of director Rob Reiner, who says his interest in young children stems from what he learned in psychoanalysis about his own early years.

Reiner's one-hour show April 28 on ABC, called I Am Your Child, will be hosted by Tom Hanks and feature Robin Williams, Billy Crystal, former Gen. Colin Powell, Arnold Schwarzenegger, Shaquille O'Neal, Rosie O'Donnell, Charlton Heston and others.

Newsweek plans a special edition to coincide with the show, and Good Morning America plans six special reports.

Gov. Lawton Chiles, long an advocate for babies and young children, is disseminating brain research to legislators, agency heads and business people. An education specialist from Florida State University has traveled the state to spread the word to any interested group. Some legislators want to use the new science to promote early childhood programs.

"It's the things that intuitively we've known," Chiles said. "We've known that kids that had that kind of nurturing always did well. What we didn't have was a day-to-day measurement, literally a snapshot" of babies' brains.

Using something called a PET-scan, or Positron Emission Tomography, scientists can now watch the activity in a baby's brain as it develops language or emotions. They can see what difference a parent's voice or touch makes.

Hearing music, for instance, seems to develop math ability. Chiles is buying music CDs for his grandchildren. Researchers say Mozart works especially well.

"If you took all your kids from zero to 5 and did this" - that is, applied all the benefits of brain research - "in 10 or 15 years, you'd change the world," Chiles said. The science

The results of the brain research will come as no surprise to any good parent or grandparent: Babies need to be read to, sung to, cuddled and played with from the day they are born.

Now we know why. The brain isn't complete at birth. It governs breathing and heartbeats, but the finer points - eyesight, hearing, language, emotions - are a mass of potential.

"At the time a baby is born, the brain is remarkably immature," said Dr. Wil Blechman, a Miami doctor who is now a consultant to the state. "Some of the cells - the neurons, the actual brain cells - are still moving into their proper positions. And they still have to hook up."

It works like this: Neurons are the basic brain cells. The gap between them is a synapse. They connect when an axon at the end of one cell fires chemicals into a dendrite on the other.

The axons and dendrites grow instantly as they are needed in a child's blossoming brain, mapping neural pathways as the baby responds to sight, sound, touch and play.

One child's brain may be mapped for English, another for Chinese, depending on what the baby hears in the first six months. One brain may develop a capacity for joy and another be programed for fear, depending on the baby's home life.

"You will literally have a brainstorm of electrical current and chemical reaction," said Blechman.

A single cell may connect with at least 15,000 other cells. By 8 months, a baby's brain has 1,000-trillion such connections.

He will keep the pathways he uses continually; the others will wither. For instance, by age 1, a baby's brain will no longer recognize sounds that are not in its native language. But first, the brain tries out everything, making a child's brain busier than an adult's.

"Parents might get a little frustrated reading Good Night, Moon for the 40th time, but when that child is pointing at that mouse over and over again, they're learning," said Michael Levine of the Carnegie Corporation of New York, which promotes early childhood research. His kids are 9, 6 and 2.

The brain opens windows of opportunity, during which it must be wired or the chance is lost. The length of time varies.

For example, if a child is born with cataracts that aren't removed until age 2, he will never be able to see, even through a normal eye. The brain is blind, the visual connections never established.

A child with chronic ear infections the first year may miss out on learning certain sounds, which could lead to speech problems later.

Scientists at Baylor College of Medicine found that children who aren't played with and touched develop brains 20 to 30 percent smaller than normal. Even rats develop more complex brains if they are given toys, compared to rats.

in plain cages.

Some problems can be remediated, but that is expensive and difficult. This helps explain why the gains made from early childhood programs such as Head Start, aimed at 3- and 4-year-olds, often fade over time. The programs start too late. The children's brains are already wired.

"It's a little frightening to me, this brain research," said Susan Muenchow, director of the Florida Children's Forum. "It's an enormous responsibility to have a child, and I'm not sure that many of us have realized quite what an awesome responsibility it is."

But alarming parents is exactly what First Lady Hillary Clinton said she hopes to avoid.

"One of my greatest fears about this research concerning the brain is that parents who are doing their best to raise children, often under difficult circumstances, will feel even more guilt and anxiety because they aren't sure they are doing everything that the research asks them to do," she said.

Speaking this month to the Society for Research in Child Development, Mrs. Clinton said one man she knows read a magazine article about the way synapses develop in young children and vowed to read two books to his little boy every night. It was awful.

"He raced through the material without ever giving the child a chance to look at the pictures or ask questions about the story," she said. "And he couldn't understand why his son was not enjoying this experience at all."

Parents can relax a little. Not everything in the brain is set by age 3. A child's values develop until age 10 or so, governing the way she will relate to people or control her emotions. The frontal lobes, the seat of understanding, develop until at least 16. And new learning is always possible, as retirees know.

So Mom occasionally can skip a bedtime story. It's the child's repeated experience that lodges permanently in the brain.

That makes the consequences of abuse and neglect all the more tragic. Behavioral scientists have known for a long time that abuse leaves psychological scars. Now research shows an abused child's brain is literally warped.

"This really has implications when we hear about teenagers that are lashing out, killing people. Senseless, random killing may have its roots in the fact that the child's brain didn't develop properly," said Muenchow.

#### The policies

Brain research has been going on for years, but it reached critical mass in 1994 when the Carnegie Corp. of New York compiled various studies and produced a landmark report called Starting Points.

Carnegie combined scientific findings with some disheartening demographics. The years between the hospital nursery and preschool are the most crucial for children, the report showed, and too many are at risk.

One-quarter of families with children under 3 live in poverty.

Nearly a quarter of all pregnant women in America receive no prenatal care.

Half of all mothers return to the work force within a year of a baby's birth, and studies show only 12 to 14 percent of children are in day care that promotes their growth and learning. At least as many are in harmful settings.

More than 5-million children under 3 are in the care of other adults while their parents work.



Almost half of America's children can expect their parents to divorce. One-quarter now live in single-parent homes.

One in three victims of physical abuse is a baby younger than one year.

Only half of infants and toddlers are routinely read to by their parents.

No one is suggesting that mothers leave the work force and go home to the kids. The government, in fact, is sending welfare mothers into jobs and promising to pay for day care.

So day care is key, and brain research underscores the need to improve it, said Gail Robertson, executive director of the Pinellas County License Board for Children's Centers and Family Day Care Homes.

"Now we have a lot of new information about (children's) development, particularly in their first three years," said Robertson. "We know more about the windows of opportunity and more about the importance of the adult-child interaction and how important it is for those caregivers to be trained and educated in early child development."

Florida has higher day-care standards than many states. A recent study by the Families and Work Institute in New York found the changes in children's development "extremely impressive" since Florida increased the ratio of day-care staff to children.

The number of hours a child under 3 spends in day care almost doesn't matter, as long as the quality is good, according to a study this month from the National Institute of Child Health and Human Development. If the teachers interact and respond to the child, the child's language and cognitive skills will develop just as well as those of the children who stayed home with a parent.

Making sure children's needs are met doesn't necessarily require government intervention, officials said.

"It makes it so much more crucial now," Chiles said, "to recognize - in this no-parent, single-parent situation that we have, and working mothers - how crucial it is that we do have the nurturing out there, however it's done, whether it's day care or in-laws or neighborhood support, churches. (There is) such a role for everybody to play in this."

Eventually, day care for infants and toddlers may be looked upon as the start of school.

"From an investment perspective, if we think of education beginning with kindergarten, we're starting much too late," said Dorothy Routh, director of the Center for Educational Enhancement and Development at FSU.

"The other irony of this," said Jack Levine of the Florida Center for Children and Youth, "is that one-third of education dollars are remedial, trying to patch up the problems that could have and should have been averted with a better neonatal and early childhood experience."

Chiles has always argued that money spent on the youngest children will save money later on special education, welfare and prisons.

He also says brain research might someday enhance businesses' bottom line, if society can learn to turn out sharper workers. The Florida Council of 100, top executives who advise the governor on policy and economic development, will be briefed on brain research and children's issues in May.

"It is so hopeful," Chiles said of the new findings. "It hasn't been long we had the argument whether it's environment or whether it's genetic. Good scientists came down on the side that this is all genetics, you can't do anything with these kids, they're not going to make it."

"Now you see literally, thank goodness, almost regardless of what your parents were, you get a shot," he said. "When you come in, you've got 1,000-trillion (synapses), just like anybody else does. What that says, if you want to build a community, build a neighborhood, you take care of your kids."

The brain of a newborn governs only the most basic motor functions. The dark colors indicate little activity in a brain that has not yet been "wired." The drawing below shows the electrical connections being made in the brain -- relatively few as the baby eats, sleeps and cries.

By age 6, the brain is a firestorm of activity. Red and yellow indicate the busiest brain, and the brain cells are furiously expanding the pathways among cells, shown below. The human brain is never more active than from ages 2 to 9. As children experience everything for the first time, they develop more brain pathways than they will eventually need.

The adult has a more mellow brain, reflected by cooler colors, which has lost some of the brain-cell connections made in childhood. If neural pathways aren't used, they die. Others are established by repeated activity. The adult brain is literally set in its ways.

GRAPHIC: COLOR DRAWING, ROSSIE NEWSON; COLOR PHOTO, Photos courtesy the Children's Hospital of Michigan, Wayne State University, (6); Wires on a baby's head extend to an electrical outlet; The brain of a 5-day-old baby; the brain of a 6-year-old; the brain of an adult; Electrical connections being made in the brain of a 5-day-old; brain pathways in a 6-year-old; neural pathways in an adult.

LANGUAGE: ENGLISH

LOAD-DATE: April 16, 1997

Copyright 1997 The Tulsa World  
TULSA WORLD

April 16, 1997 Wednesday FINAL HOME EDITION.

SECTION: EDITORIAL; Pg. A17; Joan Beck

LENGTH: 933 words

HEADLINE: Kids Need 'Brain Nourishment'

BYLINE: Joan Beck

BODY:

It's only a one-day conference Thursday, limited to the number of influential people who can be packed into the White House's East Room. But the idea President and Hillary Clinton are plugging is one of the most exciting of the century, its implications are staggering and its promise is mind-boggling.

The title is almost as long as a press release: The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

Research accumulating for more than three decades now shows beyond doubt that the quality and quantity of early mental stimulation -- opportunities for appropriate learning from birth on -- help determine how capable a child's brain will be for life.

Learning stimulation in the first few years of life actually influences the physical make-up of the brain, how the neurons will interconnect, how well the brain will "think," how "smart" the child will be. Educational opportunities later on in life do not have such an important impact.

An environment rich in appropriate opportunities to learn can raise a child's potential IQ by 20 to 30 points (by the inexact measures of intelligence available) because of its impact on the development of the brain. Mental malnourishment in the first years of life can lower potential IQ permanently, beyond what even the best schooling can compensate for completely later on.

Now, the challenge is to identify the kinds of learning experiences that nourish young children's brains best and how they can be made available to all our kids. Some participants in the White House conference will talk about model programs being developed in several communities around the country.

Many leaders in the growing field of early childhood education are still too tradition-bound to appreciate the potential of the new neurological research and misunderstand early learning as imposing formal and inappropriate lessons on restless youngsters.

Their programs concentrate on emotional development, social behavior and nutrition -- necessary, of course. But parents, politicians and donors may be misled into assuming they provide more neurologically based mental stimulation than they actually do.

More than half of all mothers with young children now hold jobs outside the home, limiting the time and energy they can devote to their youngsters. Using early learning strategies can make their time together happier, more beneficial to the children and more rewarding for the parents.

Much of what good parents do by instinct or because it makes

their children happy provides good nourishment for their brains.

Talking to a baby, responding to his efforts to communicate by body language or by babbling, creating safe spaces at home where he can explore freely, just giving him something new to see or do when he fusses out of boredom all help the brain to grow.

Parents need more ideas about brain-nourishing activities. They need more time and more flexibility in their jobs so their children don't have to come in second so often. Most of all, they need a new understanding and appreciation of how much they can contribute not only to their youngsters' physical and emotional well-being but to their growing intelligence.

Public school systems generally ignore children younger than age 5 and are too hard-pressed financially to explore the possibilities of reach-out programs. Day-care centers often talk about their learning programs but most provide traditional nursery school fare and lack enough trained teachers to give all of their charges optimal, individual mental nourishment.

Many of the special programs set up to give early learning help to high-risk youngsters in poor areas have had only minimal success. They usually use traditional day-care models and give priority to youngsters' urgent physical and emotional needs.

This is what happens in many Head Start programs, which generally offer too little, too late, in the way of mental nourishment. Early Head Start, begun in 1994, is intended to help children from birth to age 3 in low income areas, but it is still too small and too new for good evaluation.

The promises of early learning based on new neurological research are too exciting to brush over lightly or to push aside after the White House conference in the rush of other political matters. It isn't clear yet, however, how best to make the advantages of these new findings available to all our children, especially those in dysfunctional families and those at risk of eventual school failure.

That's where the president and first lady could really make a difference. By sticking with this idea for the rest of his term. By using whatever funding Clinton can bully out of Congress to start and expand model programs. By pestering Head Start administrators to upgrade standard day-care fare with special brain-nourishing components. By generating the national sustained excitement that the promise of the new research deserves.

The idea could do a lot for the Clintons -- as well as for the nation's kids.

Joan Beck is a columnist for the Chicago Tribune.

LANGUAGE: ENGLISH

LOAD-DATE: April 18, 1997

LEVEL 1 - 52 OF 65 STORIES

Copyright 1997 The Denver Post Corporation  
The Denver Post

April 17, 1997 Thursday 2D EDITION

SECTION: DENVER & THE WEST; Pg. B-07

LENGTH: 779 words

HEADLINE: 'Brain nourishment' essential for mentally healthy children

BYLINE: Joan Beck

BODY:

It's only a one-day conference on April 17, limited to the number of influential people who can be packed into the White House's East Room. But the idea President and Hillary Clinton are plugging is one of the most exciting of the century.

The title is almost as long as a press release: The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children.

It's time the idea got a strong presidential push, especially from a chief executive who wants to be called The Education President and a first lady who has found a niche as an advocate for kids.

Research accumulating for more than three decades shows beyond doubt that the quality and quantity of early mental stimulation help determine how capable a child's brain will be for life.

Learning stimulation in the first few years of life actually influences the physical makeup of the brain. Educational opportunities later on in life do not affect the brain in the same way or have such an important impact

An environment rich in appropriate opportunities to learn can raise a child's potential IQ by 20 to 30 points because of its impact on the development of the brain. Mental malnourishment in the first years of life can lower potential IQ permanently, beyond what even the best schooling can compensate for completely later on.

Schooling can help a child use the brain he has effectively, give him vast amounts of information and motivate him to learn. But only in the early years of life can mental stimulation actually change the brain to make it more effective.

Now, the challenge is to identify the kinds of learning experiences that nourish young children's brains best and how they can be made available to all our kids. Some participants in the White House conference will talk about model programs being developed in several communities around the country.

Despite the excitement and promise of neurological research on brain development, early learning ideas have been slow to become part of mainstream child care and education.

Many leaders in the growing field of early childhood education are still too tradition-bound to appreciate the potential of the new neurological research and misunderstand early learning as imposing formal and inappropriate lessons on restless youngsters. Their programs concentrate on emotional development, social behavior and nutrition. But parents, politicians and donors may be misled into assuming they provide more neurologically based mental stimulation than they actually do.

More than half of all mothers with young children hold jobs outside the home, limiting the time and energy they can devote to their youngsters.

Much of what good parents do by instinct or because it makes their children happy provides good nourishment for their brains. Talking to a baby, responding to his efforts to communicate by body language or by babbling, creating safe spaces at home where he can explore freely, just giving him something new to see or do when he fusses out of boredom all help the brain to grow.

Parents need more ideas about brain-nourishing activities. They need more time and more flexibility in their jobs so their children don't have to come in second so often. Most of all, they need a new understanding and appreciation of how much they can contribute not only to their youngsters' physical and emotional well-being but to their growing intelligence.

Public school systems generally ignore children younger than 5 and are too hard-pressed financially to explore reach-out programs. Day-care centers often talk about their learning programs, but most provide traditional nursery school fare and lack enough trained teachers to give all of their charges optimal mental nourishment.

Many of the programs set up to give early learning help to high-risk youngsters in poor areas have had minimal success. They usually use traditional day-care models and give priority to urgent physical and emotional needs.

This is what happens in many Head Start programs, which generally offer too little, too late in the way of mental nourishment. Early Head Start, begun in 1994, is intended to help children from birth to age 3 in low income areas, but it is still too small and too new for good evaluation. Clinton can help by using whatever funding he can bully out of Congress to start and expand model programs. By pestering Head Start administrators to upgrade standard day-care fare with special brain-nourishing components. By generating the national sustained excitement that the promise of the new research deserves. Joan Beck is a columnist for the Chicago Tribune.

LOAD-DATE: April 23, 1997

4.16.97: PRESCRIPTION  
FOR LEARNING

---

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE | DATE | RESTRICTION |
|--------------------------|---------------|------|-------------|
|--------------------------|---------------|------|-------------|

|               |                                    |           |         |
|---------------|------------------------------------|-----------|---------|
| 003. schedule | Hillary Clinton [partial] (1 page) | 4/16/1997 | P6/b(6) |
|---------------|------------------------------------|-----------|---------|

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer (Early Childhood Development Issue Binders)  
OA/Box Number: 19012

### FOLDER TITLE:

Early Childhood Development #1: Early Childhood Development [5]

2006-0198-F

wr732

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



**SCHEDULE FOR HILLARY RODHAM CLINTON**  
**WEDNESDAY, APRIL 16, 1997**  
**FINAL**  
**WASHINGTON, D.C.**

---

**LEAD ADVANCE:**  
**ADOPTION EVENT**

**DAVID NESLEN**  
**WHCA** **4101**

**PRESS ADVANCE:**  
**ADOPTION EVENT**

**SAM MYERS, JR**

P6(b)(6)

**SCHEDULER:**

**JOHN FUNDERBURK**

**202/456-5315**

**Office**

**202/456-5340**

**Fax**

**PREV RON**

**The White House**

**1:30 pm -**

**PRIVATE MEETING**

**1:50 pm**

**Map Room**

**CLOSED PRESS\NO WH PHOTO**

**2:00 pm -**

**PRIVATE MEETING**

**2:30 pm**

**Map Room**

**CLOSED PRESS\NO WH PHOTO**

**3:00 pm -**

**PRESCRIPTION FOR READING EVENT**

**3:30 pm**

**Roosevelt Room**

**OPEN PRESS\NETWORK POOL**

**FORMAT:**

- HRC opens and introduces Dr. Robert Hannemann  
(President, Academy of Pediatrics)
- Dr. Robert Hannemann makes brief remarks and  
introduces Barry Zuckerman (Founder, Reach Out  
& Read)
- Barry Zuckerman makes brief remarks and  
introduces Dick Robinson (Scholastic  
Representative)
- Dick Robinson makes brief remarks and closes.
- HRC departs.

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**WEDNESDAY, APRIL 16, 1997**

**PAGE 2**

3:40 pm - **PRIVATE MEETING**  
4:15 pm Residence  
**CLOSED PRESS\NO WH PHOTO**

4:25 pm **PROCEED** to Old Executive Office Building

4:30 pm- **COUNCIL FOR JEWISH FEDERATION EVENT**

4:45 pm Room 450, OEOB  
**CLOSED PRESS\WH PHOTO ONLY**

**FORMAT:**

-- Lynn Lyss, Chairperson, National Jewish  
Community Relations Advisory Council,  
introduces HRC.

-- HRC makes brief remarks from podium.

-- Following remarks, HRC departs.

**PARTICIPANTS:** Approximately 200 Federation Leaders

5:00 pm **BRIEFING**  
5:30 pm Map Room  
**CLOSED PRESS**

5:30 pm - **BRIEFING**  
6:00 pm Map Room  
**CLOSED PRESS**

7:25 pm **DEPART** South Portico  
**EN ROUTE** Korean Ambassador's Residence  
4801 Glenbrook Road, NW  
[drive time: 15 minutes]

7:40 pm **ARRIVE** Korean Ambassador's Residence

**Greeters:**

- Ambassador Park Kun-Woo
- Mrs. Park
- Al Hunt
- Bill Pierce, President, National Council for Adoption

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**WEDNESDAY, APRIL 16, 1997**

**PAGE 3**

7:45 pm - **NATIONAL COUNCIL FOR ADOPTION DINNER**  
8:05 pm **Korean Ambassador's Residence**  
**OPEN PRESS**

**FORMAT:**

- Al Hunt will open and introduce Mrs. Lou Davidson.
- Mrs. Lou Davidson makes brief remarks, introduces HRC and presents HRC with the ~~✱~~Bully Pulpit Award~~✱~~.
- HRC makes remarks.
- Following remarks, HRC departs.

8:10 pm **DEPART** Korean Ambassador's Residence  
**EN ROUTE** The White House  
[drive time: 15 minutes]

8:25 pm **ARRIVE** South Portico

**RON** The White House

**WASHINGTON, D.C. EVENTS:**

**KENNEDY CENTER**

- Shear Madness
- The King and I
- Kennedy Center American College Theater Festival

**ARENA STAGE**

- Sunday in the Park with George

**FORD'S THEATER**

- Paper Moon

**NATIONAL THEATER:**

- Chicago

**WEATHER FORECAST FOR WASHINGTON, D.C.**

- Increasing clouds with a chance for rain showers by evening.  
Wind south at 10 to 18 knots. Low 46 High 68.



# AMERICAN YOUTH POLICY FORUM

Samuel Halperin  
Glenda Partee  
Co-Directors

11 April 1997

Mrs. Hillary Clinton  
The White House  
1600 Pennsylvania Avenue, NW  
Washington, DC 20500

Dear Hillary:

I write to share my views about the current status and future of the School-to-Career movement. These observations are based on years of visiting programs and practitioners coast-to-coast.

Despite the media-celebrated cooperation between Robert Reich and Dick Riley, all is far from well within the working levels of the Executive Branch. The National School to Work Office is starved for DoL and DoE resources to properly execute its functions. The exceptionally able director, J.D. Hoyer, is second-guessed and hobbled from above in the exercise of her responsibilities. The feeling of the STW Office staff -- and much of the field -- is that the Clinton Administration's visionary initiative may well fall prey to being "just another program," resented by many vocational educators and many in the Department of Labor's employment and training arena as a "competitor" for scarce resources. Since the legislation is to sunset in a few years, there is a real danger that, in most school districts, the promise of School-to-Career will evaporate without a trace.

That is why the Administration's selection of a new Assistant Secretary of Labor for Employment and Training is so critical to the future of the School-to-Career movement. Unless the new appointee is thoroughly committed to the success of this Administration initiative, even the scant progress to date may be lost.

I hope that Paul Cole, Secretary-Treasurer of the New York State AFL-CIO and a Vice President of the American Federation of Teachers, is considered for the DoL assistant secretaryship. I have worked with Paul on the Jobs for the Future "Youth Apprenticeship Initiative" and have come to see him as a thoroughly dedicated educator, committed to school-to-career as a powerful lever to advance comprehensive, high standards school reform. As an able teacher, Paul would work to ease some of the antagonisms in the Department of Labor toward the Department of Education's educators and educational programs. Well-acquainted

with European workforce preparation systems and the work of the National Center for Education and the Economy, Paul would insist upon rigorous quality not only in school-to-career grants but in all the manifold tasks of the Employment and Training Administration. I believe, in sum, that he would be a great asset to Secretary Herman and to the Clinton Administration.

If your schedule ever permits, I urge you to have a conversation with Miss J.D. Hoyer (401-6209, who does not know that I am writing). You will learn a great deal from one of the stars of the Administration and get an unequalled view of what is happening -- or not happening -- to school reform in the spirit of the School-to-Work Opportunities Act.

Sincerely,

A handwritten signature in cursive script that reads "Sam".

Samuel Halperin

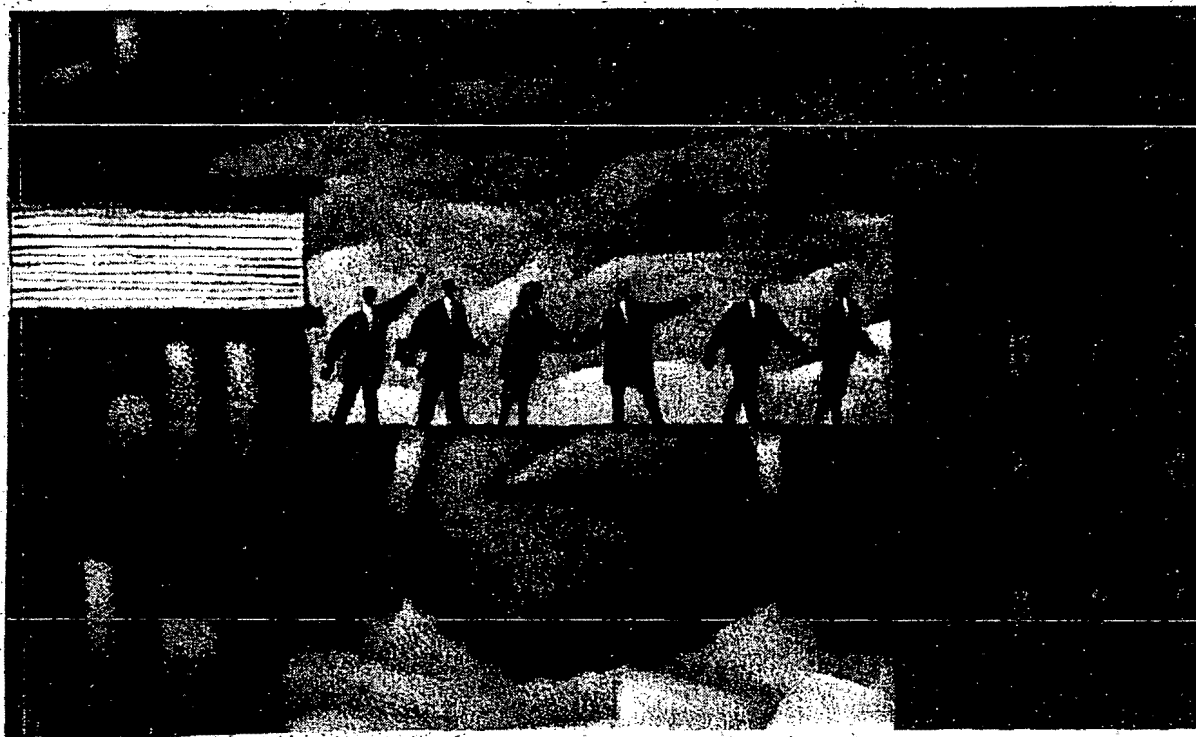
## COMMENTARY

# School-to-Work, Employers, And Personal Values

**By Samuel Halperin**

If its critics are to be believed, the fledgling American school-to-work movement is a nefarious plot by Big Government, abetted by willful or unwitting industrialists, to control the academic content of learning and dictate the occupational futures of American youths. What's more, opponents from both extremes of the political spectrum contend, our schoolchildren are in danger of becoming pawns in a computer-driven national labor-market information system that will funnel them into whatever jobs the economy needs filled.

This Orwellian prospect flies in the face of compelling success stories from many school-to-work programs here, as well as from long-standing efforts in other democracies. On both sides of the Atlantic, there is a healthy blending of school-based learning and hands-on exposure to the world of work. School-to-work champions can muster persuasive evidence that experience in actual workplaces, and not just classroom instruction, helps young people acquire essential job skills along with the habits of thought and behavior that underlie them.



Instead of regarding school-to-work efforts as key of genuine school reform, critics from the political left see a government-directed scheme to control the minds, the values, and ultimately the occupations and earnings of American workers—all of which will allegedly subordinate family values to the imperatives of the economy. For its part, too, the anti-capitalist political left envisages generations of human automatons and worker bees, brainwashed to serve the needs of corporate capitalism in cahoots with government bureaucracies. No longer capable of independent thought and self-realization, our young people are to become little more than cogs in the nation's industrial and economic machinery.

The gap between these baleful predictions and ground-level reality came into sharp focus during recent study missions to Europe and Israel. There, as we are beginning to see in the United States, enlightened businesses and supportive government policies are enabling young people to experience the best of both worlds: high-quality academic learning and practical experience in the workplace that reinforces classroom study.

Several relevant examples demonstrate persuasively that critics from both sides of the political spectrum are plain wrong.

**A**t ABB (Asea Brown Boveri) in Baden, Switzerland, high-school-age apprentices in the giant Swiss-Swedish engineering firm study in a state-approved and partially state-financed high school located on the factory's premises. When American visitors asked what qualities are essential for success in the workplace and in nonworking life, ABB student responses included: *personal competence, self-discipline, independence, creativity (imagination and problem-solving), team effort (social competence, solidarity, communication skills), flexibility, focus on satisfying the needs of customers and colleagues, honesty, and loyalty.*

In Zurich, we met with trainers and graduates of

the youth-apprenticeship program of the Union Bank of Switzerland. Like its industrial neighbor ABB, this leading Swiss bank has been "training" student workers for over 125 years. What kinds of skills and values does UBS look for in admission to, and completion of, its four-year program? The composite response from both trainer-coaches and graduates: *self-initiative, effective team player, ability to concentrate, decision-making ability, communication skills, flexibility, professional appearance, good grades in secondary school, staying power, enjoying people.* At a cost to the Union Bank of Switzerland of as much as \$23,000 per apprentice per year, over and above what the state pays for secondary education, the apprenticeship program enjoys high prestige with students, parents, and the public at large. (Here, as elsewhere in Europe, requests for enrollment are often triple or more the number of available slots, especially in the more competitive professions.) Moreover, the trend is to ever higher job qualifications, more postsecondary academic specialization, and systematic follow-up through advanced learning opportunities. Indeed, there is now talk in the financial-services industry of creating a "University for Applied Science."

At the Julius Blum firm, a precision manufacturer of

cabinet hardware in Bregenz, Austria, the company's training philosophy is exemplified by two mottoes: "Never underestimate the capabilities of our youth. Rather, find out what they are, and utilize them in helping to create a successful adult" and "A positive role model is the best way to form a young mind."

Blum's 22 full-time and 11 part-time trainers serve the needs of 130 apprentices who, while completing their fourth year of combined schooling and on-the-job

*Continued on Page 38*

---

*Samuel Halperin is a co-director of the American Youth Policy Forum in Washington and a former president of the Institute for Educational Leadership. He was the deputy assistant secretary for legislation in the U.S. Department of Health, Education, and Welfare during the Johnson Administration.*

---

Rob Colvin



# Sc- To-Work And Values

*Continued from Page 52*

learning at age 19 or 20, earn up to \$1,700 a month. Students are offered free Saturday-morning tutoring, a physical-fitness program, and first-aid instruction, as well as bonuses for "personality development" (for example, \$10 monthly for not smoking, \$15 for "proper conduct" in auto traffic). Unlike other youth-apprenticeship programs, Blum's downplays a written contract defining roles for students, parents, and employer. The entire relationship, believes the firm, is built instead on mutual trust. Without trust, no contract is enforceable.

In the city of Bregenz's employer-backed public high school, where many of the apprentices study, and in Blum's own training center, students work on state-of-the-art equipment because, as the firm's educational director says, "We want our students to have the very best technology; if the equipment in the plant is better than in the schools, they will look down on schools." Far from being deprived of independence and personal autonomy, students take from the company's value system the message that "the computer shouldn't be smarter than the computer operator; faster, not smarter." Like other firms we visited, Blum's leaders practice what they preach: "Smart workers are our best asset."

Overall, the Austrian manufacturer has graduated more than 500 students, with only one dropout. The firm has recently

opened a high school apprenticeship program with neighboring companies based on the tech-prep curriculum at its U.S. plant in Stanley, N.C. It will be interesting to see whether the same high standards and performance can be successfully transplanted in the New World.

At three middle-sized Austrian firms—world-famous crystal manufacturer Swarovski in Wattens, Zumtobel Lighting in Dornbirn,



Rob Colvin

ski-lift and car-park manufacturer Doppelmayr in Wolfurt—and their cooperating high schools, we met industrialists who, while under financial pressure to reduce costs, proudly told us that their investment in apprenticeship and their adherence to national standards substantially exceeded the minimum requirements arrived at in negotiations with the central government and local authorities—and that the added cost was well worth it.

For these firms, and others we visited in Europe and Israel, success in quality export markets is

essential. They know training is the only way they can compete and win in world markets.

In the classrooms of schools associated with these and other employers, we never once observed the bars, metal detectors, or graffiti so common in American high schools. On the contrary, schools were characterized by quiet corridors and students absorbed in their work. Moreover, it was clear

---

**In the classrooms  
of schools  
associated with  
these employers,  
we never once  
observed the bars,  
metal detectors, or  
graffiti so common  
in American high  
schools.**

---

that what Europeans call "environmental responsibility" is widespread in the schools. Students are responsible for the cleanliness of their schools, for recycling, and for energy conservation.

When asked whether they would prefer either more time in classrooms and less in the plants, or more in the plants and less in schools, Austrian and German students, to our surprise, complained mildly about the heavy demands placed on them, but argued strongly that the present mix of experiences was the right one.

In Israel, as in much of Western

Europe, high-tech industrial exports are literally the lifeblood of the society. There, the Manufacturers Association of Israel, in cooperation with the Ministry of Education, has embarked on an ambitious program to expose all Israeli students to "Think Industry," an interdisciplinary educational project teaching "entrepreneurship and industrial thinking." Seven Think Industry curricula have been developed for grades 1-12 in both Hebrew and Arabic. School classes are also brought to five employer-supported regional centers, where students mingle with industry mentors and perform hands-on experiments with state-of-the-art teaching equipment.

And just what is the "industrial thinking" that Israeli manufacturers seek to inculcate in the young? In the words of the curriculum, it includes: "education for values—work, responsibility, precision, openness to criticism, professionalism, and a constant quest for quality."

"These values are to be achieved," the curriculum goes on to say, "by teaching teamwork and interpersonal communication ... thinking skills—creative thinking, inventive thinking, logical thinking, critical thinking, and problem-solving abilities ... learning skills—the ability to acquire basic knowledge, to build on existing knowledge, and to access new sources of information ... connecting the student to real-life situations ... intertwining thinking, values, and knowledge ... teaching entrepreneurship—taking the initiative to develop new products and marketing strategies, to identify problems and find original solutions for them."

**W**hat is interesting and compelling about the educational and training values embodied in both European and Israeli

high-tech firms? How similar they are to the kind of combination of academic rigor, practical work experience, and continuous-learning values promoted by the best U.S. school-to-work programs.

In all these countries and industries, we found no instance of employer or governmental interest in narrow training for mind-numbing, repetitious, automaton-like employment. On the contrary, what most impresses the American observer is the extent to which leading European and Israeli employers and curriculum specialists seek to develop individuals who are much more than skilled workers—who are creative thinkers and problem-solvers, able to cope in a stressful, fast-changing world.

While Americans seem to feel that values are the exclusive province of family, church, and schools, Europeans practice the belief that work and the workplace can also contribute powerfully to the development of autonomous and effective human beings. All of this is done in a spirit of partnership with the schools, which teach not only theoretical science and mathematics, but also a substantial load of social sciences, humanities, and, in the case of central Europe, virtually mandatory courses in religion, with a heavy emphasis on getting along with others in an increasingly diverse society.

To be sure, this level of employer involvement and leadership developed over many years. Yet the fact that it happened is encouraging for all who believe that schools and employers can work together to produce high schools that work, future employees with impressive skills, and, most important, the kind of young people whose personal values the critics on the political left and right ought to find appealing. ■

**April 15, 1997**

**PRESCRIPTION FOR READING PARTNERSHIP ANNOUNCEMENT**

**DATE:** April 16, 1997  
**TIME:** 3:00-3:30 pm  
**LOCATION:** Roosevelt Room  
**FROM:** Pauline Abernathy

**I. PURPOSE**

To announce the formation of a new national partnership involving pediatricians, hospitals, health centers, book publishers, and libraries to prescribe reading to infants and toddlers and to make sure that children have access to books and are read to regularly.

**II. BACKGROUND**

This announcement of a national partnership to prescribe reading to infants and toddlers and ensure that children who visit the doctor have access to books is in direct response to your call for such an effort and to the President's America Reads Challenge. You first called for this effort in January at Georgetown Medical Center with Maurice Sendak, then again in your TIME Magazine column, and then in February you kicked off a Reach Out and Read program at Children's Mercy Hospital in Kansas City. You subsequently held a meeting in the Map Room to develop this partnership with most of the members of the Partnership.

Your briefing book contains a 1-page fact sheet announcing the Partnership, and a document from the Partnership detailing the individual commitments of books, health centers, hospitals, and training for doctors and the call for local libraries to partner with local health care providers to encourage reading. The Partnership will replicate and build on Reach Out and Read, and help build a community network around each Reach Out and Read program. Scholastic, Reach Out and Read, and First Book -- an organization dedicated to giving low-income children their first books -- have led the group and secured and coordinated the commitments by the different parties.

There is no formal federal role at this point, although many of the partners receive federal funding, such as the libraries and health centers, and AmeriCorps members who work at the health centers could help recruit volunteers and tutor parents. In addition, the Partnership could be eligible for funding under the America Reads Parents as First Teachers Challenge Grants. [We will likely hold an event next week to transmit the America Reads legislation to the Hill.]

As you may know, Scholastic donated 1 million books to America Reads under the rubric of the Philadelphia Summit. Scholastic agreed to allocate 100,000 of the 1 million to this Partnership, and to match cash contributions to Reach Out and Read or First Book with additional books over and above the 1 million donated to America Reads. Scholastic and Carol Rasco have not yet determined where the other 900,000 of the 1 million books will go.

The group will not form a new 501(c)(3), but have instead formed a steering committee to coordinate its different members activities, and will develop a strategic plan over the next month. For now, they are calling themselves the Prescription for Reading Partnership.

### **III. PARTICIPANTS**

#### Remarks:

- HRC
- Dr. Robert Hannemann, President, American Academy of Pediatrics
- Dr. Barry Zuckerman, Founder, Reach Out and Read,
- Dick Robinson, Chairman of Scholastic, Inc.

#### Audience:

Almost 40 people, most of whom are members of the partnership who have made specific commitments to the partnership. Attached is the list of people in the audience, including health care providers, book publishers, libraries, book sellers, foundations, and banks.

### **IV. SEQUENCE**

- HRC opens and makes remarks, and introduces Dr. Hannemann
- Dr. Hannemann makes brief remarks and introduces Dr. Zuckerman
- Dr. Zuckerman makes brief remarks and introduces Mr. Robinson
- Mr. Robinson makes brief remarks
- HRC closes and departs

### **V. PRESS**

Open press.

### **VI. REMARKS**

Prepared by June Shih.

## BIOGRAPHICAL SKETCH

### Barry Zuckerman, M.D.

Barry Zuckerman, M.D., is Professor of Pediatrics and Public Health, and Associate Dean for Clinical Affairs at Boston University School of Medicine, and Chief of Pediatrics and Medical Director at Boston Medical Center. His major interests are in promoting the health and development of children through generating information, training child professionals from all disciplines and establishing more effective services. Dr. Zuckerman developed and implemented special programs for children in Boston, some of which are being disseminated nationally. These programs emphasize prevention, and go beyond traditional medical care. The Reach Out and Read Program (ROR) which is being replicated nationally, promotes literacy for young children in primary care settings by having pediatricians give a book to each child at every health supervision visit, starting at six months. The Pediatric Pathways to Success Program is a primary care program that expands access to needed basic services and child development and parenting information and services. This program serves as the model for The Healthy Steps Program; a multi-site national trial of similar expanded pediatric services. The program content was developed by and the training is provided by Dr. Zuckerman and colleagues. The Family Advocacy Program provides individuals legal advocacy, staff, housing and policy work to ensure that families have their basic needs (health care, food, housing, safety, etc.) met to improve the effectiveness of pediatric care. The Women and Infant's Program provides addiction counseling in a pediatric setting and served as a model for federal legislation. The Boston Training Center for Infants trains clinicians (doctors, nurses, social workers), educators, graduate students, and others who work with young children and their parents by disseminating knowledge regarding the "whole child - whole family" approach to care.

Dr. Zuckerman is an author of more than 120 scientific publications emphasizing the relationship and impact of biological, social, health services and psychological factors on children's health and development. He is an editor of four books, including a Spanish version (Behavioral and Developmental Pediatrics: Handbook for Primary Care). He played a significant role in the development of American Academy of Pediatrics Child Health Supervision Guidelines and the government sponsored Bright Futures Guidelines For Preventive Health Care. He has been a Visiting Professor and named lecturer at thirteen medical schools, and an invited lecturer to seven countries. Dr. Zuckerman serves on four editorial boards. He has received a National Leadership Award from the Children's Defense Fund, an Honorary Degree in Education (Ed.D.) from Wheelock College, Boston and has served as a member of special national groups, including The National Commission on Children, NIH Consensus Development Conference, The Carnegie Commission on Meeting the Needs of Young Children, Institute of Medicine Task Force NIH Review Committee and others. He has also served on state and local boards and task forces.

He has been past Chairman of the Section of Developmental and Behavioral Pediatrics, a member of the Committee on Psychosocial Aspects of Child and Family Health for the American Academy of Pediatrics, a Board Member of Zero to Three - National Center for Infants and Toddlers, and National Center for Children and Poverty. He has made numerous presentations to professional societies, United States Congress, Commonwealth of Massachusetts Legislature, National Academy of Sciences, and parent groups.



**ROBERT E. HANNEMANN, MD, FAAP**  
**1996-97 President**  
**American Academy of Pediatrics**

Robert Hannemann, MD, FAAP, of Lafayette, Indiana is the president of the American Academy of Pediatrics (AAP).

Dr. Hannemann currently practices general pediatrics at a multispecialty clinic in Lafayette, Indiana. He also holds visiting professorships in chemical engineering and child psychology at Purdue University and is an assistant in pediatrics at Indiana University Medical Center.

Dr. Hannemann is currently a member of the AAP Board of Directors and has served as Indiana chapter president and alternate district chairperson for AAP District V. He also has been active in many Academy committees and programs, including the Task Force on Promotion of Pediatrics, the selection committee for the Ronald McDonald Children's Charities Medical Award of Excellence and the Graduate Medical Education Advisory Committee.

Dr. Hannemann is a member of the AAP sections on Perinatology, Adolescent Medicine and Community Pediatrics. He also is associate medical editor of the AAP book, *Caring for Your Baby and Young Child: Birth to Age 5* (Bantam).

A graduate of Indiana University's medical school, Dr. Hannemann served a rotating Internship at Indianapolis Methodist Hospital. His pediatric subspecialty training was at Riley Hospital for Children in Indianapolis. In 1964, he was certified by the American Board of Pediatrics and became a member of the Academy.

The American Academy of Pediatrics is an organization of 51,000 pediatricians dedicated to the health, safety and well-being of infants, children, adolescents and young adults.

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE | DATE | RESTRICTION |
|--------------------------|---------------|------|-------------|
|--------------------------|---------------|------|-------------|

|          |                                     |      |         |
|----------|-------------------------------------|------|---------|
| 004. bio | Richard Robinson [partial] (1 page) | n.d. | P6/b(6) |
|----------|-------------------------------------|------|---------|

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer (Early Childhood Development Issue Binders)  
OA/Box Number: 19012

### FOLDER TITLE:

Early Childhood Development #1: Early Childhood Development [5]

2006-0198-F

wr732

### RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**RICHARD ROBINSON**  
**Chairman of the Board, President**  
**and Chief Executive Officer**  
**Scholastic Corp.**

RICHARD ROBINSON, Chairman of the Board, President, and Chief Executive Officer of Scholastic Inc., who began his career as a high school English teacher in Evanston, Illinois, joined Scholastic in 1962 as an Assistant Editor of Literary Cavalcade magazine and then Editor of Scholastic's Literature Units. In 1964, he founded the company's most successful periodical, Scope, a high-interest English reading magazine, for which he served as Editor until 1966, when he became Editorial Director for Scholastic's English and Language Arts Department, including four magazines, text programs, and book clubs. [ca]

In April, 1971, he became Vice President and Publisher for Scholastic's School Division, comprising 80% of the company's business and was elected the company's President in 1974 and Chief Executive Officer in March, 1975. After the death of his father, M.R. Robinson, the company's founder in 1920, he was elected to the additional position of Chairman of the Board in March, 1982.

Since 1980, under Mr. Robinson's direction, Scholastic has moved substantially into the new technologies in education. The company now publishes two magazines in the computer field, *Electronic Learning* for educators and *Home Office Computing*, published for users of personal computers at home. The company is also the largest publisher of classroom magazines and children's books in the English-speaking world, as well as a leading publisher of supplementary texts and sponsored educational materials.

Born

P6/(b)(6)

Mr. Robinson is a magna cum laude/Phi Beta Kappa graduate of Harvard College and studied at St. Catherine's College, Cambridge University, England and Teachers College, Columbia.

Most Trusted Name in Learning

SCHOLASTIC



Remarks of Dick Robinson  
Chairman of Scholastic  
To be Given at the White House  
Prescription for Reading Partnership  
April 16, 1997

It is a great pleasure and honor to be invited to participate in this important program.

I want to thank the First Lady for providing the leadership on this critical issue. The White House's Conference on Early Childhood Development and Learning, which is to start tomorrow, is an important step not only in drawing attention to the advances in science and our understanding of how children develop intellectually, but what each of us can do to help. Mrs. Clinton, I want to commend you and thank you for your strong leadership in making literacy an important part of every young child's life.

Also take a moment to single out Dr. Barry Zuckerman and Dr. Peri Klass for having recognized in 1989 not only how important it is for parents to read to children, but the critical role pediatricians can take in helping parents by prescribing reading and providing books.

We've been a supporter of Reach Out and Read for many years. In fact, here is a photo from our involvement at Bellevue Hospital in New York. We look forward to helping even more in the years to come.



When the First Lady's office called and asked if we might allocate some of the 1 million books we've committed to the President's America Reads Challenge, it was an easy decision.

One reason it was so easy to say yes is that we have long shared the belief that reading to young children can be one of the most important actions a parent can take to stimulate a child's learning capacity.

It is also one of the most pleasurable activities parents and children can share. Although my 10 year old son Ben loves to read on his own, there is wonderful magic that comes from sharing a book together, which Helen and I will soon be sharing with our eight month old, Reece.

So, when the First Lady asked if Scholastic would participate in the Prescription for Reading Partnership, it was with both a sense of shared responsibility and personal joy that I said yes.

In addition to the 100,000 books that Scholastic is committing and the challenge grant we have put forth, I'd like to share with you one piece we're very excited about. We're very proud to have here today the renowned children's author and illustrator, Rosemary Wells.

Rosemary recently made time in her unbelievably busy schedule -- I believe her project schedule is fully booked until 2003 -- to write a book called Read to Your Bunny.

I'd like to share the book with you because I think it captures the spirit, the tone, and the importance of what the Prescription for Reading partnership is all about.

### Read to Your Bunny

I am very happy to say that we are committed to see this new book provided free to parents participating in the Prescription to Read Partnership. And we expect to announce the underwriting of the free copies within two weeks.

Again, my thanks and congratulations to the First Lady, and to the marvelous Partnership she has put together in support of this critical goal. We look forward to working with you to make it a reality.

DRAFT -- DRAFT

Oral remarks for Dr. Robert Hannemann, president, American Academy of Pediatrics  
Wednesday, April 16 - 3 p.m.

"It's a wonderful day in the neighborhood," to quote one of the honorary members of the Academy, Fred Rogers. This impressive gathering of community leaders has come together at the White House to combine our expertise, talents and resources on behalf of children.

Early childhood development has always been a cornerstone of pediatric practice, but it lacked the science needed to give it medical value and purpose. Parents intuitively understood that visual and verbal stimulation were necessary for their child's own development, and made time for it when possible. We were never sure if this became a routine.

Reading daily to your child should part of the evening routine of brushing teeth, putting on pajamas and settling down for bed.

The American Academy of Pediatrics recommends that pediatricians prescribe reading activities along with the other instructions given to parents at the time of well-child visits. As president of the Academy, I will promote, stimulate and encourage our members to heighten these activities in their practices and/or teaching responsibilities so that they can increasingly become part of the standard of quality, comprehensive care for our children. For pediatricians, reading is being incorporated into our guidelines for health supervision and for parents, we're developing a checklist to measure growth and development of their child.

The Academy is committed to this effort for the long-term. It is just as important for today's children as it is for tomorrow's child.

Prescription For Reading  
Wednesday April 16, 1997  
Roosevelt Room

List of Participants

Daniel R. Hawkins, Jr.  
Vice President, Government Relations, National Association of Community Health Centers  
Washington, D.C.

Marilyn H. Gaston  
Director, Bureau of Primary Health Care  
Department of Health and Human Services  
Washington, D.C.

Jeanne Simon  
United States National Commission on Libraries and Information Science  
Washington, D.C.

Robert S. Willard  
United States National Commission on Libraries and Information Science  
Washington, D.C.

Trude A. Haecker, M.D.  
Medical Director and Pediatrician  
Philadelphia, PA

Lisa M. Tate  
Vice President, Public Affairs, National Association of Children's Hospitals  
Alexandria, VA

Mr. Richard Robinson  
Chairman & CEO, Scholastic Inc.  
New York, NY

Steve Cohen  
Managing Director, Scholastic Inc.  
New York, NY

Dr. Ernest Fleishman  
Senior Vice President, Director of Education, Scholastic Inc.  
Old Greenwich, CT

Betty King  
Vice President, Annie E. Casey Foundation  
Baltimore, Maryland

J. David Officer  
President, Mellon Trust  
Boston, MA

Joanne Y. Jaxtiner  
Vice President of Corporate Affairs, Mellon Trust  
Boston, MA

Christopher M. Condon  
President and Chief Executive Officer, The Dreyfus Corporation  
New York, NY

Patrice M. Kozlowski  
Vice President, Corporate Communications, The Dreyfus Corporation  
New York, NY

Barry S. Zuckerman, M.D.  
Boston Medical Center  
Boston, MA

Perri Klass, M.D.  
Boston Medical Center  
Boston, MA

Dr. Robert Needlman  
Rainbow Babies and Children's Hospital  
Cleveland, Ohio

Elaine Grossman  
Department of Pediatrics, Boston Medical Center  
Boston, MA

Susan Roman  
Executive Director, Association for Library Service to Children  
American Library Association  
Chicago, IL

Maria Salvadore  
D.C. Public Library  
Washington, D.C.

Oren J. Teicher  
American Booksellers Association  
Tarrytown, NY

Robert Hannemann M.D.  
President, American Academy of Pediatrics  
Lafayette, IN

Peter Gold  
Chairman of the Board, First Book  
Washington, D.C.

Kyle Zimmer  
President, First Book  
Washington, D.C.

Christine Benero  
Chief Executive Officer, First Book  
Washington, D.C.

Joan Abramowitz  
Division Vice President of Marketing, Random House Children's Publishing  
New York, NY

Kelly Grunther  
Director of Public Relations, Random House Children's Publishing  
New York, NY

Michael Levine, Ph.D.  
Carnegie Corporation of New York  
New York, NY

Ruth Graves  
President, Reading is Fundamental, Inc.  
Washington, D.C.

James Wendorf  
Director of Programs and Planning, Reading is Fundamental, Inc.  
Washington, D.C.

Todd Dankmyer  
Senior Vice President, Communications, National Community Pharmacists Association  
Alexandria, Virginia

Kathryn Kuhn  
Vice President, Professional Affairs, National Community Pharmacists Association  
Alexandria, Virginia

Margaret D. Garikes  
American Medical Association  
Washington, D.C.

Patricia Goodrich  
Director, Corporate Initiatives, ABC Television  
New York, NY

Linda DuRoss  
Junior League  
Washington, D.C.

Amy Littlefield  
Junior League  
Washington, D.C.

Judith Platt  
Director, Communication, Association of American Publishers  
Washington, D.C.

Rosemary Wells  
Author, Illustrator for Children  
Briarcliffe Manor, NY

Marjorie Kaplan  
Executive Vice President, Lancit Media Entertainment  
New York, NY

Diane B. Frankel  
Director, Institute of Museums and Libraries  
Washington, D.C.

Sandra Cuzzi, M.D.  
Pediatrician  
Washington, D.C.

Phillip L. Schneider  
Vice President for Public Affairs, National Assistant of Chain Drug Stores  
Alexandria, VA

Elizabeth J. Noyes  
Executive Director, American Academy of Pediatrics  
Washington, D.C.

Irving B. Harris  
Chairman, Harris Foundation  
Chicago, IL

Paula Quint  
President, Children's Book Council

Carolyn Stalley  
National Institute for Literacy  
Washington, DC



## First Lady Announces National Partnership to Prescribe Reading to Infants and Toddlers

April 16, 1997

*"There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic levels to take this mission of reading to and talking with their young babies seriously."*

-- First Lady Hillary Rodham Clinton, January 10, 1997

**New Partnership to Prescribe Reading and Ensure That Children Who Come to the Doctor Have Access to Books.** The First Lady is pleased to announce that a new partnership has been created to prescribe reading to infants and toddlers. Pediatricians, hospitals, health centers, book publishers, libraries and others are coming together to make sure that infants and toddlers who come to the doctor have access to books and are read to regularly.

### **The New Partnership Has Already Secured:**

- More than 250,000 books to be distributed through health clinics and centers around the country;
- Commitments to train 10,000 pediatricians and 950 community health centers to prescribe reading and provide books to children by the year 2000.

**The Partnership, Led by Scholastic Inc., First Book, and Reach Out and Read,** includes the American Academy of Pediatrics, National Association of Community Health Centers, National Association of Children's Hospitals and Related Institutions, American Library Association, Random House, Irving Harris and the Harris Foundation, Annie E. Casey Foundation, American Booksellers Association, Association of American Publishers, Mellon Trust, Dreyfus Corporation, ABC Television, Reading Is Fundamental, National Association of Chain Drug Stores, and the National Community Pharmacists Association, and seeks additional partners.

**Reach Out and Read** is already being used in more than 80 health centers and hospitals around the country. Through this model program, health care professionals are prescribing reading, using books in well-visits, and giving books to children.

**Call to Ensure That Every Child Under Age Five Is Read to Regularly by the Year 2000.** The First Lady is calling for every community to come together using its local library in partnership with local health providers to help encourage reading to young children and ensure that every child under age five is read to regularly by the year 2000. Today, only 39% of parents with children under three read to their children daily [Commonwealth Fund, 1996]. Research shows that when doctors prescribe reading and give books to low-income parents and their children, these parents are *four times* more likely to report reading to their children [AMA, AJDC, 8/91].

**Response to the President's America Reads Challenge and the First Lady's Call for a National Effort to Prescribe Reading to Infants and Toddlers.** Today's announcement is in direct response to the First Lady's call in January for a national effort to build on the existing efforts to prescribe reading -- by programs such as Reach Out and Read and the American Library Association's Born to Read -- and to the President's America Reads Challenge to help parents be their children's first teacher and ensure that every child can read well by the end of third grade.

**The White House Conference on Early Childhood Development and Learning Will Underscore the Importance of Reading to Infants and Toddlers.** *The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children* will explore new research that shows that reading to children in their first few years actually helps their brain to grow in addition to enhancing their emotional and social development and laying the groundwork for vocabulary and later reading success. As a result, the American Academy of Pediatrics is recommending that pediatricians prescribe reading to infants and toddlers as part of standard pediatric care.

## Prescription for Reading

### Background

The scientific evidence is now clear and compelling: babies' brains are not "prewired" before birth. Like their physical development which requires nurturing, human brains also need food to grow -- stimulation from parents and caregivers. We know that brain growth during the early years is very rapid and has a profound impact on a child's healthy development and school readiness.

Not surprisingly, we also know that reading to children can be one of the most important actions a parent can take to stimulate a child's learning capacity.

### The Need

Unfortunately, far too many parents are unaware of the tremendous opportunity that reading on a regular basis to their young children can provide. According to "Starting Points," the 1994 report of the Carnegie Corporation of New York, fewer than half of American parents read to their infants and toddlers on a regular basis.

This tendency is most concentrated among families with lower incomes, thereby increasing the risk of illiteracy, failure in school, and dependency. But the problem of parents not reading to children crosses the entire socio-economic spectrum, with researchers estimating that several million children under the age of six are not read to on a regular basis.

With a quarter of children being born into homes below the poverty level, there are nearly 1 million newborns -- and almost 6 million children under the age of 6 -- who are most at-risk.

## The Opportunity

There is now a very real opportunity to break this pattern of inadequate reading and to establish a new pattern: a pattern of more parents reading more regularly to children. This opportunity is based on several proven and promising programs developed by doctors and early childhood experts, and focuses on early intervention by pediatricians.

Pediatricians have a strong and trusting relationship with parents of young children. By making reading a medical "standard of appropriate care" -- just as immunizations, a healthy diet, and child safety are standards of care -- pediatricians have found that they can help establish strong motivation for reading among families who will benefit the most. And working with libraries and other literacy partners, they have found that they can help build a habit and tradition of reading among at-risk families.

By tying new pediatric practices and access to high quality, developmentally appropriate books, researchers have documented that parents are more likely to read to young children. Such early reading stimulates the brain and increases the likelihood of literacy and success.

Recognizing this confluence of forces, the First Lady brought together representatives from more than two dozen organizations. In the winter and early spring of 1997, she challenged them to come up with a workable, sustainable program that uses doctors to reach these youngest children -- and their parents -- and help lay the foundation for school success and life-long learning.

This challenge has come together as the "Prescription for Reading Partnership."

## **The Goal**

By the year 2000:

- Reading and books will be recognized as an integral part of a healthy childhood, and will be formally integrated into the pediatric "standard of care" for all children, and into the residency training of all pediatricians.
- Every child under the age of six will receive a "prescription for daily reading" from their pediatrician during every well-child check-up. That prescription will reinforce parents' daily reading to children, the importance of helping children grow up with books, and will be accompanied by advice and support from the doctor about ways to stimulate their child's healthy growth and development.
- All children -- and parents -- will have access to books via local libraries, pre-natal clinics, and other agencies, and those 6 million most at-risk children will receive books from pediatricians during every well-child check-up.

## **The Strategy**

The Prescription for Reading initiative will employ a simple, single-minded strategy:

- It will expand a proven program. The Reach Out and Read model developed by the Boston Medical Center will be extended to as many hospitals and community health centers as possible.
- It will extend the ROR approach through other community-based, literacy-and-health-care programs such as the American Library Association's Born to Read effort.

- It will further reinforce the importance of parents reading to children through on-going public service announcements, flyers in children's prescription bags, point of sale materials in pharmacies, book stores, and other vehicles that reach parents of young children.
- Funding for this effort will come from a combination of contributions from foundations, corporations, associations, and when appropriate, government sources.

### **A Proven Program That Can Be Replicated**

In 1989, a collaboration of pediatricians and early childhood educators developed a program called Reach Out and Read (ROR) to make early literacy a standard part of pediatric primary care. ROR doctors "prescribe" reading aloud as part of the advice they give parents at all well-child check-ups from six months of age to five years. After special training, pediatricians provide age-appropriate tips and encouragement to parents. And, whenever possible, the doctor gives the child a new children's book to take home and keep.

This program began at Boston City Hospital -- which serves a very large proportion of children growing up in poverty -- and has grown to more than 80 sites around the nation serving some 175,000 children.

The core of the Prescription for Reading Partnership is the extension of the ROR model.

## **A Coalition of Community-Based Support Programs**

The success of the Prescription for Reading Partnership is dependent upon other local initiatives which support the ROR physician-based model.

For example, since 1993, the Born to Read Project of the Association for Library Service to Children has promoted partnerships between librarians and health care professionals to reach out to parents less likely to read to their new babies. These very special programs, offered at libraries and prenatal clinics, teach parents how to stimulate their children's minds and pave the way for reading by sharing books, stories, fingerplay, and other fun activities.

First Book is a national nonprofit organization committed to giving disadvantaged children their own new books to read and to keep. First Book works with existing community-based family literacy, tutoring and mentoring programs, such as Reach Out and Read and Born to Read, reaching the hardest to reach children. In 1997 First Book will deliver nearly two million new books to children who need them the most.

Similarly, the Association of American Publishers has provided training materials for ROR. Scholastic and Reading is Fundamental (RIF), the nation's oldest and largest literacy organization, have supported ROR with book donations and discounts.

The challenge to the Prescription for Reading Partnership is to ensure that these and other community-based groups continue to work in concert, thereby leveraging limited assets and maximizing effectiveness. To ensure that, all of the parties who have made initial commitments have agreed to participate in an on-going Prescription for Reading steering committee.

## **The Initial Commitments**

The following list of pledges reflects an initial, minimum set of commitments.

- As part of their commitment to America Reads, Scholastic Inc. and their partner First Book will fill the prescription of 200,000 new books through a partnership with pediatricians and health care professionals participating in Reach Out and Read and Born to Read programs;

For every \$100,000 raised in the support of Prescription for Reading, Scholastic will contribute an additional 5,000 books; for every \$500,000 contributed, an additional 35,000 books; and for every \$1 million, 100,000 new books;

- The American Academy of Pediatrics will provide its 53,000 members with a specially designed prescription pad to promote daily reading and age-appropriate activities to stimulate a child's early learning. It will also distribute to its membership checklists for parents and developmental milestones so that they can measure their child's growth and development.
- The Reach Out and Read National Training Center at Boston Medical Center will train 10,000 pediatricians and pediatric residents by the year 2000 to implement Reach Out and Read programs in their local communities;
- Mellon Trust in Boston has announced a \$100,000 grant to Reach Out and Read, and issues a challenge to other companies to match its \$100,000 contribution.
- The National Association of Community Health Centers' 950 member health centers will implement Reach Out and Read programs reaching one million parents and children by the year 2000;

- The National Association of Chain Drug Stores, and the National Community Pharmacists Association, representing the nation's nearly 60,000 community retail pharmacies, will distribute reading tips for parents and suggested book titles to parents coming to the pharmacy to obtain medicines for their children;
- The National Association of Children's Hospitals and Related Institutions will challenge its 150 member hospitals to serve as training sites for Reach Out and Read programs, and is setting a goal of tripling the number of early reading programs currently operating in children's hospitals across the country by the year 2000. NACHRI will also disseminate information through its children's hospital members to parents about the importance of daily reading;
- Random House Inc. will contribute 5,000 books a month for twelve months, totaling 60,000 new books to pediatric Reach Out and Read programs;
- The American Library Association will work with the nation's 16,000 public libraries to establish Born to Read programs, promoting partnerships between librarians and health care professionals teaching the critical importance of reading and pre-school learning to parents of the 4 million babies born each year;
- Reading Is Fundamental, the nation's oldest and largest children's literacy organization, will reach nearly 4 million children this year ensuring that each receives at least three new books of their own. Among those served are many of the nation's youngest and neediest children in health clinics, immunization programs, hospitals, and Reach Out and Read programs.



- The American Booksellers Association -- through its 3,700 member bookstores across the country -- will recruit 50,000 reading tutors and other volunteers for the America Reads Challenge, linking volunteers to health care professionals working with early reading and literacy programs. The recruitment drive will be launched at BookExpo America at the end of May. Additionally, any new children's books remaining following the BookExpo convention will be distributed through First Book to Reach Out and Read Programs;
- The Association of American Publishers will provide the Reach Out and Read Training Manual and other ancillary materials used in ROR programs across the country. AAP is also making an initial contribution to help fund the start-up of a statewide Reach Out and Read initiative starting up in Texas.
- The Annie E. Casey Foundation has committed to a grant of \$150,000 to the Reach Out and Read National Training Center, bringing Casey's long term support to \$600,000. Original funding from the Casey Foundation was used to create the Reach Out and Read National Training Center to support the programs' expansion beyond Boston.
- Irving Harris and the Harris Foundation of Chicago are committed to a minimum of \$100,000 in grants to initiate a city-wide implementation of a ROR program in Chicago by 2000.
- The Dreyfus Corporation in New York City has announced a \$50,000 grant to Reach Out and Read for New York City programs.
- ABC Television will produce and air a special Children First public service announcement highlighting the importance of reading to children on a daily basis.

## **An On-Going Challenge -- and Commitment**

To ensure the success of the Prescription for Reading Partnership, the organizations, associations, and corporations which have made the initial commitments to the Partnership:

- Call on business leaders, publishers, health care providers, pharmacies, literacy programs, publishers, and others to join in creating a healthy future for our youngest citizens;
- Agree to draft -- within four weeks -- a strategic plan for the initiative;
- Will participate on a steering committee dedicated to achieving the stated goals by the year 2000.

**For more information  
about how to support the Partnership  
call 1-800-905-4363**



April 16, 1997  
3 p.m. (EST)

Marjorie Tharp  
202/347-8600  
800/336-5475

**PRESS STATEMENT**  
**on**  
**PRESCRIPTION FOR READING**

The American Academy of Pediatrics (AAP) recommends that pediatricians prescribe reading activities along with the other instructions given to parents at the time of well-child visits.

Pediatricians are uniquely educated and positioned, through regular health supervision visits with infants and children, to advise parents on ways to stimulate and support their child's cognitive growth and to evaluate their progress over time.

The American Academy of Pediatrics is pleased to join with First Lady Hillary Rodham Clinton and other key organizations in promoting reading skills as one of the building blocks to early childhood development (birth to age three). These are just a few of the ways the AAP will join the effort:

- \* providing a prototype prescription pad for AAP members that prescribes daily reading to children beginning at six months of age;
- \* providing models of community outreach programs, such as Reach Out and Read, whereby pediatricians can either distribute books or provide vouchers for books to families as appropriate;
- \* developing checklists for parents on developmental milestones so that they too, can measure growth and development of their child.
- \* encouraging pediatricians to heighten activities in their practice and/or teaching responsibilities so that they can increasingly become part of the standard of quality comprehensive care for our children.

-more-

APR-15 97 14:08 FROM: HVS-RFC-DC 103-410-1010 10-DEC-95 0000 PAGE 03

## **PRESCRIPTION FOR READING**

**2-2-2**

- \* assuring that pediatricians are provided with current research and educational materials as it becomes available.

Normally, children visit their pediatricians or other provider for checkups at least 12 times during the first three years of life. Each of these office visits give pediatricians an important opportunity to consider the child's total health and well-being. Examining a child's vision, hearing, emotional and physical growth are extremely important developmental parameters to measure during these visits. Pediatricians can also advise parents on optimal parent-child interaction and other elements integral to a child's intellectual and personality development such as: nutrition; developmentally stimulating activities like reading; early identification of developmental problems; and a positive environment.

Parents of children older than 3 should also remember that opportunities abound throughout childhood to impact positively on their development and well-being, and that regular assessment of progress is essential.

###

*The American Academy of Pediatrics is an organization of 53,000 pediatricians dedicated to the health, safety and well-being of infants, children, adolescents and young adults.*

For Immediate Release

PRESS INFORMATION

Contact: Jonathan S. Renes  
212-343-6940

SCHOLASTIC INC.  
555 Broadway  
New York, NY  
10012-3999

(212) 343-6898

**SCHOLASTIC INC. EXTENDS CHALLENGE GRANT**  
**IN SUPPORT OF FIRST LADY'S**  
**PRESCRIPTION FOR READING PARTNERSHIP**

***White House Ceremony Announces Book Donation and Challenge Grant***

Washington, D.C. -- April 16, 1997 -- First Lady Hillary Rodham Clinton, in order to ensure that every child under the age of five is being read to regularly by the year 2000, announced in an afternoon press conference at the White House, a partnership with the medical community, literacy organizations and publishers for a new early literacy initiative "*Prescription for Reading.*" Scholastic was named one of the three leaders of the initiative, along with the literacy organization First Book and the pediatrician group Reach Out and Read.

In support of the *Prescription for Reading* partnership, Scholastic has announced:

- o The contribution of 100,000 books to be distributed to children via pediatricians participating in the Reach Out and Read Program.
- o A challenge grant of 100,000 additional books for every \$1 million contributed to Reach Out and Read.
- o A commitment to see the new Rosemary Wells book, *Read to Your Bunny*, provided free to every parent participating in the *Prescription for Reading* partnership. Scholastic expects to announce underwriting for the first quarter-million copies in the coming weeks.

"Scholastic is honored to have been chosen as a partner in the *Prescription for Reading* program," said Richard Robinson, President & CEO, Scholastic, Inc. "Scholastic's mission has always been to improve and support literacy for children and parents. We are pleased and honored to support the First Lady in meeting her literacy goals for the entire nation."

The *Prescription for Reading* partnership is a coalition of groups dedicated to extending the highly successful Reach Out and Read model to all children under the age of six. Pediatricians will have the resources available to prescribe reading to all children who visit their doctor, ensuring stimulation of the brain and increased growth while preventing illiteracy, failure in school and dependency.

For more than 75 years, Scholastic has been committed to creating quality educational materials for students, teachers and families. The company is one of the leading publishers and distributors of children's books, classroom and professional magazines and core curriculum materials. Scholastic also publishes educational software and produces children's and family-oriented video and television programming. The company's international operations include Australia, Canada, France, Mexico, New Zealand and the United Kingdom.

# # #



National Association of  
Community Health Centers, Inc.®

FOR RELEASE APRIL 16, 1997

CONTACT: DAN HAWKINS  
(202) 659-8008

**COMMUNITY HEALTH CENTERS PLEDGE TO BRING  
EARLY READING PROGRAMS TO 1 MILLION CHILDREN  
IN NEEDY INNER-CITY, RURAL COMMUNITIES**

WASHINGTON, DC. -- The National Association of Community Health Centers (NACHC) announced today that its member Health Centers throughout the country will work in partnership with other key literacy and health care organizations to establish Reach Out and Read programs reaching at least 1 million parents and children by the year 2000.

"It is crystal clear to us," said NACHC Policy Director Dan Hawkins, "that because of where Health Centers are located and whom they serve, their communities - and the children they care for - have the most to gain from early reading programs." Mr. Hawkins noted that 950 Community Health Centers serve nearly 10 million low income children and adults living in medically underserved urban and rural communities in every state and the District of Columbia. More than 2 million of their patients are pre-school children -- the target population for the President's *America Reads* challenge.

"The evidence is compelling that having parents read to infants and toddlers can make a huge difference in their intellectual development," stated Dr. Thomas Curtin, MD, Director of Health Professions and Clinical Affairs for NACHC, "and making this an integral part of our pediatric patient care makes eminent sense." Health Centers already use interdisciplinary teams of physicians, other health professionals, and community residents to offer a wide range of primary and preventive medical and dental care, as well as health education, community outreach, transportation, and support programs (including literacy and other educational programs) in collaboration with other organizations and agencies like schools, Head Start programs, and homeless shelters.

"We applaud the President and First Lady for their leadership in this vital undertaking," said NACHC National Chairman James Couch of Atlanta, "and we pledge to do all we can to make this an overwhelming success. We do so especially because it is the right thing to do, for our children and our communities." Mr. Couch added that Health Centers contribute to the strength and well being of their communities in several ways, keeping children healthy and in school and helping adults to remain productive at work. They employ more than 50,000 persons, many of whom are community residents, and help to retain other local businesses and stabilize neighborhoods by stimulating community and economic development. And they make a difference in the health of the people they serve, with studies crediting them for reducing infant mortality, improving immunization and prenatal care rates, and increasing the use of preventive health services among their patients.

50 East Huron Street  
Chicago, Illinois 60611-2795  
USA

Telephone 312 944 6780  
Fax 312 440 9374  
Toll Free 800 545 2433  
TDD 312 944 7298  
E-mail: ala@ala.org  
<http://www.ala.org>

# ALA American Library Association

## NEWS

April 16, 1997

Contact: Joyce Kelly/Linda Wallace  
312-280-5043/5042

### ***American Library Association applauds White House focus on early childhood learning; pledges support***

The president of the American Library Association (ALA) says the new focus on preschool learning announced by President Clinton today could make a difference in the lives of millions of children.

"We greatly appreciate the President and First Lady's leadership in recognizing what librarians have been saying for a long time -- it's never too soon to start reading to your child," said ALA President Mary R. Somerville.

She cited the "Born to Read" demonstration project administered by the Association for Library Service to Children as an example of how librarians teach parents how to share stories, songs and word play with young children to stimulate their mental development.

The association has set a goal of establishing "Born to Read" projects at all 16,000 public libraries to reach out to parents of the 4 million babies born each year. Launched in 1993 with a grant from the Prudential Foundation, the "Born to Read" project promotes partnerships between libraries and health care providers to help new parents raise children who are healthy in body and

-more-

mind. First Lady Hillary Rodham Clinton is honorary chair.

Somerville noted that public libraries have had preschool story hours and children's rooms for more than a century. Many librarians also offer special collections, recommended book lists and classes to help parents share books with their children.

"All parents can give their children a head start on life and learning at the library," said Somerville. "All it takes is a library card."

Somerville said the American Library Association has received countless letters from people of all ages and backgrounds who credit childhood experiences in the library for helping them to develop a lifelong love of reading and to further their education outside the classroom.

The American Library Association is the oldest and largest library association in the world with 58,000 members. Based in Chicago, its mission is to promote the highest quality library services and to ensure that Americans of all ages have books and other resources they need to live, learn, work and govern.

The Association for Library Service to Children is a division of the American Library Association. For information about Born to Read, tips on how to raise a reader and recommended books for children, see the ALSC Web page at <http://www.ala.org/alsc> or call 800-545-2433, ext. 1398.



mind. First Lady Hillary Rodham Clinton is honorary chair.

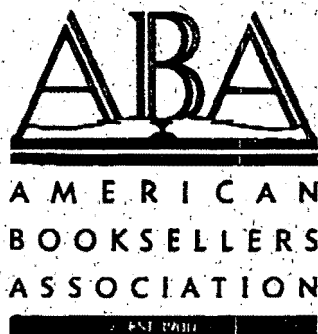
Somerville noted that public libraries have had preschool story hours and children's rooms for more than a century. Many librarians also offer special collections, recommended book lists and classes to help parents share books with their children.

"All parents can give their children a head start on life and learning at the library," said Somerville. "All it takes is a library card."

Somerville said the American Library Association has received countless letters from people of all ages and backgrounds who credit childhood experiences in the library for helping them to develop a lifelong love of reading and to further their education outside the classroom.

The American Library Association is the oldest and largest library association in the world with 58,000 members. Based in Chicago, its mission is to promote the highest quality library services and to ensure that Americans of all ages have books and other resources they need to live, learn, work and govern.

The Association for Library Service to Children is a division of the American Library Association. For information about Born to Read, tips on how to raise a reader and recommended books for children, see the ALSC Web page at <http://www.ala.org/alsc> or call 800-545-2433, ext. 1398.



For Release: Wednesday, April 16, 1997

Contact: Oren J. Teicher  
Director, Government Affairs  
American Booksellers Association  
914 591-2665, ext. 267  
914 591-2716 - fax  
oteich@bookweb.org - email

### ABA JOINS PRESCRIPTION FOR READING EFFORT

The American Booksellers Association, the national trade association of the retail book business, announced today that it will recruit 50,000 reading tutors and other volunteers for the **AMERICA READS CHALLENGE**, linking volunteers to health care professionals and other literacy programs that emphasize the critical importance of early childhood reading.

The recruitment drive will be launched in conjunction with BookExpo America, to be held in Chicago, May 30th-June 2nd, 1997. Book Expo America, known formerly as the ABA Convention & Trade Exhibit, is the largest annual gathering of book industry personnel in the United States - attracting as many as 25,000 people. Additionally, any new children's books remaining after the closing of BookExpo America will be donated to Reach Out and Read Program.

The tutors and volunteers will be recruited from the employees and customers of ABA's 3700 member bookstores all across the country. Recruitment material is being developed through the cooperation of Scholastic, Inc., the Association of American Publishers, and BookExpo America.

"Participation in this effort is a logical follow-up on our earlier joint program with the Association of Booksellers For Children (ABC), *The Most Important Twenty Minutes of Your Day*, which was designed to encourage parents and guardians to read to their children" said Valerie Lewis, a former ABC officer, current ABA Board Member, and co-owner of Hicklee's Children's Bookstore in San Jose, Ca.

Additionally, in conjunction with the regional office of the Department of Health and Human Services in Federal Region #2, the ABA offices in Tarrytown, NY will be one of the sites for the "downlink" of the "White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children" on Thursday, April 17th.

Founded in 1900, The American Booksellers Association represents the broad interests of book retailers. A central part of it's mission is to promote "the benefits of reading and universal literacy." ABA is governed by a Board of twenty volunteer booksellers from all across the country, has a staff of 45, and is headquartered in Tarrytown, New York.



201 EAST 50TH STREET  
NEW YORK, NY 10022

212.751.2600  
[www.randomhouse.com](http://www.randomhouse.com)

# news

**Random House  
Children's Publishing**

**Alfred A. Knopf  
Books for Young Readers**

**Crown  
Books for Young Readers**

## **RANDOM HOUSE CHILDREN'S PUBLISHING**

Random House Children's Publishing, the preeminent publisher of books for children in America today, has announced that it will donate 60,000 books to Reach Out and Read, a pediatrician outreach program that encourages parents to read to their children. Pediatricians agree that reading to a child is a critical aspect in cognitive development and that the earlier it starts the better. It is the hope of Random House Children's Publishing that this donation will help Reach Out and Read move closer to having each and every parent and child have access to books at an early age, thereby fostering a life-long love and joy of reading.

## **Mellon Trust**

Mellon Trust has a long history in Boston, tracing its roots to 1875 when its Boston Safe Deposit and Trust Company unit was founded. Since then, the financial services firm has invested in the community by supporting hundreds of nonprofit organizations in Greater Boston.

Mellon Trust has consistently channeled its philanthropic resources and those of its 43 charitable trusts to education. The firm's community donations have included several aspects of education, including early childhood development, public education and cultural access for low-income students.

The company first supported the Reach Out and Read program in 1995. In keeping with Mellon Trust's tradition of forming partnerships with the organizations it supports, Mellon Trust employees have volunteered their time by reading to children who visit the pediatric ward at Boston Medical Center, located in the city's South End and serving primarily low-income residents of Boston. Mellon Trust has also provided financial support to the program.

Leveraging its strength as a well capitalized financial institution, Mellon Trust provides equity investments in affordable housing, originates mortgages for low- and moderate-income individuals, and sponsors community credit education programs.

Mellon Trust is the investment services arm of Pittsburgh-based Mellon Bank Corporation, a leading financial services company which shares a long tradition of charitable support for the communities it serves. Mellon Trust's primary areas of business are private and institutional asset management, jumbo mortgage lending, and institutional trust and custody. With over \$1 trillion in assets under administration and \$153 billion in assets under management, Mellon Trust is a major provider of trust and investment management services.

**The Prescription for Reading Initiative  
From Carnegie Corporation of New York  
Michael Levine**

The research on early learning is clear and compelling. Parents and other caregivers who read and tell stories to young children on a regular basis, beginning during infancy and throughout the preschool years, are providing a firm foundation for school readiness and long-term academic success. The "Prescription for Reading" plan that will use trusted health professionals to encourage early reading at home and in community programs is very promising. The connection between young children's health care and their education is inextricable, but often ignored. The multi-sector partnership announced today will help forge new and important ties.

# READING IS FUNDAMENTAL, INC.

SMITHSONIAN INSTITUTION  
600 MARYLAND AVENUE, S.W., SUITE 600  
WASHINGTON, DC 20024-2569



☎ (202) 287-3371  
☎ (202) 287-3196

**CHAIRMAN OF THE BOARD**  
Lynda Johnson Robb

**PRESIDENT**  
Ruth Graves

**VICE PRESIDENT**  
Arthur H. White

**SECRETARY**  
Samuel B. Ehridge

**TREASURER**  
Jean Head Sisco

**BOARD OF DIRECTORS**  
Alexandra Armstrong  
Loretta Barrett  
Leo Beebe  
Robert W. Coy, Jr.  
James C. Curvey  
Patricia Dias Dennis  
Lloyd Derrickson  
Robert S. Diamond  
Lon R. Greenberg  
Lawrence A. Hough  
Pamela A. Koprowski  
Kathryn W. Lumley  
Floretta McKenzie  
Neil Minow  
Richard J. Pinola  
Lois Rice  
Anne Richardson  
*Chairman Emerita*

**ADVISORY COUNCIL**  
Jeanne Moutoussamy Ashie  
Patricia Baldridge  
Jan Bayh  
Daniel J. Boorstin  
Jack E. Brown  
Marie Dutton Brown  
Daniel Burke  
Laura Bush  
Buel Dalloul  
Annette Felzani Dwyer  
Edward A. Fox  
Mary Zeiler Haft  
Charles F. Harris  
Andrew Heiskell  
Ruth Holmberg  
Juwana A. Howard  
Lee Iacocca  
Dorothy E. Jenkins  
W. Thomas Johnson  
Elizabeth Karna  
Natalie Lang  
John T. Leaham  
Howie Mandel  
Robert S. McNamara  
George D. Meredith  
Shaquille O'Neal  
Pam Pfeiffer  
Daphne C. Reese  
James C. Schwabinger  
Cam Statrett  
David J. Stern  
Mary Ann B. Stewart  
Alberto Vitale

**HONORARY MEMBER**  
Barbara Bush

**FOUNDER**  
Margaret McNamara

**FOR MORE INFORMATION CONTACT:**  
Rachael Walker (202) 287-3371

## Statement of Ruth Graves, President, Reading Is Fundamental

Reading Is Fundamental (RIF), the nation's oldest and largest children's literacy organization, will reach nearly 4 million children this year ensuring that each receives at least three new books of their own. Among those served are tens of thousands of America's youngest and neediest children in health clinics, immunization programs, hospitals, and Reach Out and Read programs.

"Prescription for Reading" naturally complements the work of RIF's dedicated force of 219,000 community volunteers. As a collaborative effort of existing literacy programs, pediatricians, librarians, booksellers, parents and business leaders, "Prescription for Reading" will play a positive role in making reading a family priority.

RIF is committed to helping all children grow up reading and pledges that by the end of the year 2000, RIF will provide its reading program and books to an additional 200,000 of America's youngest children.

# **REACH OUT AND READ (ROR)**

## **THE PROBLEM**

- **Children who live in print-rich environments and are read to in their preschool years are much more likely to learn to read on schedule**
- **Parents of children living in poverty may lack the money to buy books, may not have easy access to good children's books, and may not themselves have been read to as children**
- **Reading problems may mean school failure, which increases the risk of absenteeism, dropping out, juvenile delinquency, substance abuse, and teenage pregnancy--all of which perpetuate the cycles of poverty and dependency**

## **PROGRAM DESCRIPTION**

- **Reach Out and Read is a program that makes early literacy part of pediatric primary care**
- **Pediatricians encourage parents to read aloud to their young children and give their patients books to take home at all pediatric check-ups from six months to five years of age**
- **Through Reach Out and Read, every child starts school with a home library of at least ten beautiful children's books, and parents understand that reading aloud is the most important thing they can do to help their children learn to love books**

## **HOW ROR WORKS--PROGRAM COMPONENTS**

- **Volunteer readers in the clinic waiting room read aloud to children as they wait for their appointments, showing parents and children the pleasures and techniques of looking at books with children**
- **Pediatricians are trained to counsel parents about the importance of reading with young children, offering age-appropriate tips and encouragement**
- **The doctor gives the child a new developmentally and culturally appropriate children's book to take home and keep at every check-up from six months to five years of age**

## **PROGRAM BACKGROUND**

- **Reach Out and Read was developed at Boston City Hospital in 1989 by a collaboration of pediatricians and early childhood educators**
- **In collaboration with the Association of American Publishers, ROR has developed a Program Manual, handouts for doctors and parents, prescription pads to help doctors "prescribe" reading aloud, and many other unique materials to encourage literacy in pediatric practice**
- **With generous support from the Annie E. Casey Foundation, the program has been replicated in sites around the country; with further support from the William T. Grant Foundation, Robert Wood Johnson Foundation, Boston Company, there are now over 80 Reach Out and Read sites in clinics and pediatric practices in 34 states**

## **FOR MORE INFORMATION:**

**Please contact the Reach Out and Read office by phone (617)534-5701 or fax (617)534-7557 or write to Reach Out and Read National Training Center, Boston Medical Center, One BMC Place, Dowling 5 South, Boston, MA 02118.**

# REACH OUT AND READ (ROR)

## THE PROBLEM

- **Children who live in print-rich environments and are read to in their preschool years** are much more likely to learn to read on schedule
- **Parents of children living in poverty may lack the money to buy books**, may not have easy access to good children's books, and may not themselves have been read to as children
- **Reading problems may mean school failure**, which increases the risk of absenteeism, dropping out, juvenile delinquency, substance abuse, and teenage pregnancy--all of which perpetuate the cycles of poverty and dependency

## PROGRAM DESCRIPTION

- Reach Out and Read is a program that **makes early literacy part of pediatric primary care**
- **Pediatricians encourage parents to read aloud** to their young children and **give their patients books to take home** at all pediatric check-ups from six months to five years of age
- Through Reach Out and Read, **every child starts school with a home library** of at least ten beautiful children's books, and parents understand that reading aloud is the most important thing they can do to help their children learn to love books

## HOW ROR WORKS--PROGRAM COMPONENTS

- Volunteer readers in the clinic waiting room **read aloud to children as they wait for their appointments**, showing parents and children the pleasures and techniques of looking at books with children
- **Pediatricians are trained to counsel parents** about the importance of reading with young children, offering age-appropriate tips and encouragement
- **The doctor gives the child a new developmentally and culturally appropriate children's book to take home and keep at every check-up from six months to five years of age**

## PROGRAM BACKGROUND

- Reach Out and Read was developed at Boston City Hospital in 1989 by a collaboration of pediatricians and early childhood educators
- In collaboration with the **Association of American Publishers**, ROR has developed a Program Manual, handouts for doctors and parents, prescription pads to help doctors "prescribe" reading aloud, and many other unique materials to encourage literacy in pediatric practice
- With generous support from the **Annie E. Casey Foundation**, the program has been replicated in sites around the country; with further support from the William T. Grant Foundation, Robert Wood Johnson Foundation, Boston Company, there are now over 80 Reach Out and Read sites in clinics and pediatric practices in 34 states

## FOR MORE INFORMATION:

**Please contact the Reach Out and Read office by phone (617)534-5701 or fax (617)534-7557 or write to Reach Out and Read National Training Center, Boston Medical Center, One BMC Place, Dowling 5 South, Boston, MA 02118.**



March 3, 1997

Mr. John M. Doe  
Address Line 1  
Address Line 2  
City, State 20001-Zip

Dear John:

We have long known the importance of reading to children for their emotional and intellectual development. For years I have explored various ways to encourage parents to read to their children. Recent research makes clear that reading to an infant or young child actually helps the brain to grow. Research by Dr. Barry Zuckerman and others shows that low-income parents who were given a book by a medical professional are four times more likely to report reading to their children.

As a mother, I know first hand the power of a medical professional's advice. I believe America's youngest children would benefit from a national effort to put books into the hands of parents when they bring their young children to the doctor. This national effort would involve encouraging medical professionals to "prescribe" reading, finding ways to put books into the hands of parents and children who visit a medical professional or purchase a medical prescription at a drug store, and ensuring that this "prescription for reading" reaches all parents of young children.

I recently discussed the importance of such a national effort when I visited Georgetown University's Medical Center with Maurice Sendak, the renowned children's author and illustrator, along with representatives of the American Academy of Pediatrics, American Booksellers Association, American Library Association, and Reach Out and Read. Each of these organizations is already involved in programs in which medical professionals "prescribe" reading to young children, and on which we can build our national effort. I addressed this initiative in the attached *TIME* Magazine column and the President referred to the initiative in his State of the Union's Call to Action for American Education.

I would like to invite you to join with me for a private working session with a small number of people, who represent health care providers, book publishers, book sellers, libraries, drug stores, and other potential partners, to discuss how we can build on existing efforts to make this

national effort a reality. The meeting will be held at the White House on Friday, March 7, 1997 from 2:30 p.m. - 4 p.m. I encourage you to come with specific ideas, suggestions, and ways in which your organization might participate.

Please contact Pauline Abernathy on my staff to confirm your attendance or to answer any questions you may have. She can be reached at (202) 456-5374. I look forward to seeing you on March 7.

With best wishes, I am

Sincerely yours,

Hillary Rodham Clinton

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 17, 1997

REMARKS BY THE FIRST LADY  
AT WHITE HOUSE CONFERENCE ON  
EARLY CHILD DEVELOPMENT AND LEARNING

The East Room

10:45 A.M. EDT

MRS. CLINTON: Please be seated. Welcome to the White House and to this very special White House Conference on Early Childhood Development and Learning. We are delighted that you can join us today not only here in the East Room, but I want to give a special welcome to the thousands of people who are joining this conference via satellite from universities, hospitals and schools around the country. There are nearly 100 sites in 37 states.

Now, at first glance, it may seem odd to hold a conference here at the White House devoted to talking about baby talk. But that discussion has never been more important, because science, as we will hear from the experts who are with us today, has now confirmed what many parents have instinctively known all along, that the song a father sings to his child in the morning, or a story that a mother reads to her child before bed help lay the foundation for a child's life, and in turn, for our nation's future.

So the President has convened this conference with a clear mission: to give the leading experts in the field of early childhood development, the scientists and pediatricians, the researchers and all of the others, the opportunity to explain their discoveries and to put this invaluable body of knowledge at the service of America's families.

But this is not just for America's families. This information is crucial for anyone in the position of leaving an impression on a young child's growing mind -- day-care workers, teachers, doctors and nurses, television writers and producers, business leaders, government policy-makers, all of us.

It is astonishing what we now know about the young brain and about how children develop. Just how far we have come is chronicled in a report being issued today by the Families and Work Institute, entitled, "Rethinking the Brain."

Fifteen years ago, we thought that a baby's brain structure was virtually complete at birth. Now, we understand that it is a work in progress, and that everything we do with a child has some kind of potential physical influence on that rapidly-forming brain.

A child's earliest experiences, their relationships with parents and care-givers, the sights and sounds and smells and feelings they encounter, the challenges they meet determine how their brains are wired. And that brain shapes itself through repeated experiences. The more something is repeated, the stronger the neuro-circuitry becomes, and those connections, in turn, can be permanent. In this way, the seemingly trivial events of our earliest months that we cannot even later recall -- hearing a song, getting a hug after falling down, knowing when to expect a smile -- those are anything but trivial.

And as we now know, for the first three years of their life, so much is happening in the baby's brain. They will learn to soothe themselves when they're upset, to empathize to get along. These experiences can determine whether children will grow up to be peaceful or violent citizens, focused or undisciplined workers, attentive or detached parents themselves.

We now have reached the point of understanding that a child's mind and a child's body must be nourished. During the first part of the 20th century, science built a strong foundation for the physical health of our children -- clean water and safe food, vaccines for preventable diseases, a knowledge of nutrition, a score of other remarkable other lifesaving achievements. The last years of this century are yielding similar breakthroughs for the brain. We are completing the job of primary prevention, and coming closer to the day when we should be able to ensure the well-being of children in every domain -- physical, social, intellectual, and emotional.

I have very high hopes not only for this conference, but for what I hope will come from it. But there are, however, two things I hope this conference will not do. The first is I hope this information will not burden or overwhelm parents. Parenting is the hardest job in the world, and the information we offer today is meant to help parents, not to make them anxious or imprison them in a set of rules. If you forget to read to your child one night, please, that's okay. (Laughter.)

Think of this conference as a map. And like any good map, it shows you a lot of different ways to get where you need to go. Many American parents have been asking for just such a map. A new survey, "From Zero to Three," the National Center for Infants, Toddlers and Families shows a real hunger on the part of parents for knowledge on how they can play a positive role in their child's early development. And I hope this conference in one of the ways we answer that call.

The second thing I hope does not happen is to create the impression that once a child's third birthday rolls around, the important work is over. The early years are not the only years. The brain is the last organ to become fully mature anatomically. Neurological circuitry for many emotions isn't completed until a child reaches 15. So there is always room for appropriate stimulation, loving and nurturing care by adults who are invested in a child.

There's always something that concerned adults can do.

And that has special relevance for adoption. Adoptive parents can make an enormous difference for a child at any time, and especially for older children.

That said, here is what I hope the conference will accomplish. I hope it will get across the revolutionary idea that the activities that are the easiest, cheapest and most fun to do with your child are also the best for his or her development -- singing, playing games, reading, story-telling, just talking and listening. Some of my best memories are reading to our daughter, even if I fell asleep in the nine hundredth reading of "Goodnight, Moon." But reading to her when she was young was a joy for Bill and me, and we think also a joy for her. But we had no idea 15, 16, 17 years ago that what we were doing was literally turning on the power in her brain, firing up the connections that would enable her to speak and read at as high a level as she possibly could reach.

I hope that the science presented in this conference will drive home a simple message, one supported in great detail by a report being issued today by the President's Council of Economic Advisors. If we, as a nation, commit ourselves now to modest investments in the sound development of our children, including especially our very youngest children, we will lay the groundwork for an American future with increased prosperity, better health, fewer social ills and ever greater opportunities for our citizens to lead fulfilling lives in a strong country in the next century.

There's a quote I particularly like from the Chilean poet, Gabriela Mistral, that reminds us, "Many things we need can wait; the child cannot. Now is the time his bones are being formed, his blood being made, his mind being developed. To him, we cannot say, tomorrow. His name is today." We have known this instinctively, even poetically; now we know it scientifically.

And I'm pleased to introduce someone who has been saying this and practicing it for a long time -- maybe not in poetry, but certainly in the countless stories and books and songs that he has shared not only with our daughter, but with our nephews and, really, any small child who ever crosses his path. As the President of the United States and as a father, he has acted on these beliefs, putting the well-being of children at the very center of national policy. So it pleases me greatly to introduce my fellow reader of "Good Night, Moon," the President, Bill Clinton. (Applause.)

###

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 17, 1997

REMARKS BY THE FIRST LADY  
AT THE WHITE HOUSE CONFERENCE  
ON EARLY CHILDHOOD DEVELOPMENT AND LEARNING

The East Room

4:54 P.M. EDT

MRS. CLINTON: Well, that was a wonderful way to end this remarkable day. I want to thank everyone who participated in the panels this morning and this afternoon. I want to thank all of you who were here as members of the audience, both here in the East Room and in the Old Executive Office Building and out around the country.

When Rob was talking about his commitment to these issues of 20, 25 years, I couldn't help but look out and see Bernice and Barry and Ed Zigler and think it's about 50 or 60 years for some of the people in this audience. (Laughter.) And we are grateful for that pioneering commitment and work that you have brought to this issue. And we are finally catching up to what you have been advocating for a very long time.

Now it's time for us to leave this table and consider all of the ways that each of us can carry on the mission of enhancing the development of our children. Many of you are on the front lines doing that every day. On this panel, we have Harriet Meyer, and we have Sheila Amaning, and we have Chief Wearing, and we have Gloria Rodriguez who are out there day in and day out working with children and families. And those are the people that the rest of us have to support because, for all of the concern and caring that we may bring to this issue, it is these people and the people they work with who will actually be in those homes putting together those programs, making those connections.

And we also, I think, are blessed to have with us today business leaders like Mr. Langbo who understand that there really isn't any more important bottom line than what we do as parents of our own children and what we do as citizens of our society to enhance the potential of all children as future citizens and as future employees. And that kind of enlightened leadership and enlightened self-interest is critical to how we see the next steps in this effort to bring attention to this important set of issues, and then to act on what we now know.

We're also blessed to have public officials here, starting with the Vice President and Mrs. Gore and Governor Miller and Governor Chiles, and we have members of Congress and members of the Cabinet who also appreciate the significance of this new information. And I hope that we will be able to think of good arguments and effective ways of communicating why this is important and why it should go far beyond partisan politics and become an American issue, not an issue of any political party or ideology, as to how we try to enhance the raising of our children.

And then we have members of the media who we are all reliant upon to convey this information not just for a week, not just for one show, but as Rob has eloquently expressed, to really make it an ongoing commitment. I said this morning that there are people in the world who ask, how are the children, and all of us, I hope, will begin asking that as well, because we have so many opportunities now. As Governor Chiles said at lunch, the information and research that science is giving us provides a hook that we have not had before. And it is up to us to figure out ways of using that in our respective positions.

I hope that this conference has laid the groundwork for all of us coming together to be more committed and more effective in that commitment on behalf of American children. I thank all of you for being part of what I hope will be looked back on as a part of a historic moment that involves the research that has been done, the dissemination and communication of it, and then the follow-up. And I thank you all and invite you to join us and others who will be arriving at a reception in the tent in the back yard.

And, really, I hope you will go away from this event at the White House as inspired and fired up as Rob Reiner is. (Laughter.) Thank you all very much. (Applause.)

LEVEL 1 - 53 OF 65 STORIES

Copyright 1997 Star-Telegram Newspaper, Inc.  
THE FORT WORTH STAR-TELEGRAM

April 17, 1997, Thursday ARLINGTON AM EDITION

SECTION: ARLINGTON; Pg. 2

LENGTH: 815 words

HEADLINE: Arlington Digest

BYLINE: Star-Telegram

BODY:

Clinton-hosted conference has UTA participation

ARLINGTON - The University of Texas at Arlington will be a regional site for a satellite conference hosted by President Clinton and first lady Hillary Clinton on the issue of early childhood development.

The nationally broadcast conference will be today from 9:15 a.m. to 1:30 p.m. at Nedderman Hall, 416 Yates St.

The conference will spotlight the recent findings about how children develop and will explore what this means for parents and policy makers.

A local panel discussion will follow the broadcast. Panelists are Arlington school Superintendent Lynn Hale, Southern Methodist University Professor Nell Cargile and Arlington school district family liaison Betty Watkins.

Marjie Barrett, an assistant professor at the UT-Arlington School of Social Work, will be the moderator.

Students to travel to Lubbock today for UIL competition

ARLINGTON - Students from Arlington schools begin leaving for Lubbock today to compete in this weekend's regional University Interscholastic League academic competition.

The 106 high school students, who qualified at a March district competition, will compete in a variety of events, including math and science, computer application and current events. Top scorers will advance to state competition in May.

For the first time, Arlington High School's one-act play cast and crew earned the right to compete at the regional level, held at Texas Tech University, officials said. The drama troupe is presenting Othello.

The play had a different qualification schedule than other events.

Those students were required to compete at a district and an area event before advancing to regional competition.

Space still open for author's talk on education issues

ARLINGTON - Registration to attend a lecture and panel discussion on education by author Jonathan Kozol ends tomorrow.

Kozol, a nonfiction writer and novelist, will discuss a campaign for community literacy called Village of Readers: A 21st Century



Project.

Kozol is to give a lecture at 7 p.m. on April 24 in the Tarrant County Junior College cafeteria ballroom, 2100 TCJC Parkway. The next day, a panel discussion is to begin at 3 p.m. at Texas Christian University's Kelly Alumni Center, Stadium Drive, Fort Worth. To register, call Sharron Lively at the Arlington school district, 492-3026. School district employees are eligible to receive compensatory time for attending the events.

Athlete to play role in program targeting asthma

ARLINGTON - A Family Asthma Program will be sponsored by the American Lung Association and Arlington Memorial Hospital from 1 p.m. to 3 p.m. on Saturday at Arlington Memorial Hospital Health Services Center at 810 W. Randol Mill Road. A scheduled speaker is Tom Dolan, world's record holder for the 400-meter individual medley in swimming.

The Family Asthma Program is designed to help asthmatic children 5-13 and their parents in coping with the ailment. Many asthmatic children have the misconception that they cannot excel or even participate in sports - but Tom Dolan is considered living proof that asthma sufferers can become super athletes. Volunteer nurses and respiratory therapists also will be available to show how asthma can be managed better. For more information call 732-6336.

Neighborhood fair to be hosted by Heart of Arlington

ARLINGTON - A neighborhood fair with music, face painting and a cake walk will be held from 11 a.m. to 3 p.m. Saturday in the parking lot at the southeast corner of Park Row Drive and South Cooper Street.

The fair is sponsored by the Heart of Arlington Neighborhood Association, which represents an area bordered by Davis Drive on the west, Center Street on the east, Mitchell Street on the north and Pioneer Parkway on the south.

"The purpose is to highlight our neighborhood activities and for people to get acquainted," said David Joeckel, president of the neighborhood group. "Our neighborhood is an older neighborhood and the danger of declining is always there. We'll have some information tables from different social service groups, and a couple of churches will be there. "

Admission is free.

Christian academy to hold carnival at new location

ARLINGTON - Metro Christian Academy, a private school affiliated with Mount Olive Baptist Church, is celebrating the grand opening of its new location at 500 Houston St. with a luncheon and carnival from noon to 5 p.m. Saturday.

Tickets to the event, featuring food, games and a petting zoo, are available at the school for \$ 10 in advance and \$ 15 at the door. Funds raised during the event will help defray the costs of the move and school supplies.

Officials sought the new facility, formerly the Arlington school district's Veda Knox Building, because of growing enrollment, which has swelled to more than 140 students in kindergarten through eighth grade since the school opened in August 1995.

LANGUAGE: ENGLISH

LOAD-DATE: August 20, 1997

4.17.97: EALY  
CHILDHOOD LEARNING

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE | DATE | RESTRICTION |
|--------------------------|---------------|------|-------------|
|--------------------------|---------------|------|-------------|

|               |                                    |           |         |
|---------------|------------------------------------|-----------|---------|
| 005. schedule | Hillary Clinton [partial] (1 page) | 4/17/1997 | P6/b(6) |
|---------------|------------------------------------|-----------|---------|

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer (Early Childhood Development Issue Binders)  
OA/Box Number: 19012

### FOLDER TITLE:

Early Childhood Development #1: Early Childhood Development [5]

2006-0198-F

wr732

### RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**THURSDAY, APRIL 17, 1997**

**FINAL**

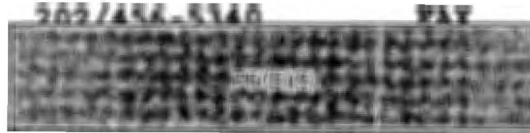
**WASHINGTON, D.C.**

**SCHEDULER:**

**EVAN RYAN**

**202/456-6751**

**OFFICE**



[005]

**PREV RON**

**The White House**

**7:45 am-**

**BRIEFING FOR INTERVIEW**

**8:00 am**

**Map Room**

**Contact: Marsha Berry  
456-2960**

**8:08 am-**

**TODAY SHOW INTERVIEW**

**8:15 am**

**Diplomatic Reception Room**

**FORMAT:**

--Opening video on language development.

--Katie Couric (via remote) interviews HRC  
and Dr. Patricia Kuhl.

**Contact: Marsha Berry  
456-2960**

**10:00 am-**

**BRIEFING W/POTUS**

**10:30 am**

**Map Room**

**CLOSED PRESS/WH PHOTO**

**Contact: Melanne Verveer      Bruce Reed  
456-6266                      456-6515**

**10:35 am-**

**GREET PANEL PARTICIPANTS**

**10:45 am**

**Blue Room**

**CLOSED PRESS/WH PHOTO ONLY**

**FORMAT:**

--HRC and POTUS greet panel participants.

--Participants are announced into East Room.

--HRC and POTUS are announced into East Room.

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**THURSDAY, APRIL 17, 1997**

**PAGE 2**

10:50 am-  
1:00 pm

**SESSION I OF THE WHITE HOUSE CONFERENCE ON  
EARLY CHILDHOOD DEVELOPMENT AND LEARNING**

East Room  
**OPEN PRESS**

**NOTE:** The Satellite time ends at 1:10 p.m.

**PROGRAM:**

- HRC delivers remarks and introduces POTUS.
- POTUS delivers remarks.
- HRC and POTUS take their seats.
- POTUS calls on Dr. David Hamburg to open discussion.
- Presentations by:
  - Dr. Donald Cohen, Director, Yale Child Study Center
  - Dr. Carla Shatz, Univ. Of CA, Berkeley
  - Dr. Patricia Kuhl, Univ. Of Washington
- POTUS thanks first three speakers and calls on next three speakers to begin Q&A
- Dr. Ezra Davidson, Drew Univ. of Medicine makes remarks.
- POTUS asks Dr. Davidson a follow-up question.
- Dr. T. Berry Brazelton, Harvard University, makes remarks.
- HRC asks Dr. Brazelton a follow-up question.
- Dr. Deborah Phillips, National Research Council, makes remarks.
- POTUS asks a follow-up question.
- HRC and POTUS have option of posing additional questions.
- POTUS thanks participants and closes event.

**SCHEDULE FOR HILLARY RODHAM CLINTON**

**THURSDAY, APRIL 17, 1997**

**PAGE 3**

--HRC and POTUS depart East Room.

1:20 pm-

**LUNCH**

2:30 pm

State Dining Room

**CLOSED PRESS/WH PHOTO ONLY**

**FORMAT:**

--HRC proceeds to table.

--Lunch is served.

--HRC invites Members of Congress (TBD)  
to make brief remarks from toast lectern.

--HRC departs at the conclusion of lunch.

Contact: Ann Stock  
456-7136

2:35 pm-

**BRIEFING**

2:45 pm

Map Room

**CLOSED PRESS/WH PHOTO ONLY**

Contact: Melanne Verveer      Bruce Reed  
456-6266                      456-6515

2:45 pm-

**GREET PANEL PARTICIPANTS FOR SESSION II**

2:55 pm

Blue Room

**CLOSED PRESS/ WH PHOTO ONLY**

**FORMAT:**

--HRC, POTUS, VPOTUS, and Mrs. Gore greet  
panel participants.

--Panelists are announced into East Room.

--HRC, POTUS, VPOTUS and Mrs. Gore are  
announced into East Room and take their  
seats.

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, APRIL 17, 1997

PAGE 4

3:00 pm-

4:30 pm

SESSION II OF THE WHITE HOUSE CONFERENCE ON  
EARLY CHILDHOOD DEVELOPMENT AND LEARNING  
East Room  
OPEN PRESS

NOTE: All four principals have the option of asking follow-up questions of participants.

PROGRAM:

- Mrs. Gore makes welcoming remarks and introduces VPOTUS.
- VPOTUS makes remarks and introduces HRC to moderate the discussion.
- HRC introduces panel participants and calls on them individually to speak.
- Mr. Arnold Langbo makes remarks.
- Dr. Gloria Rodriguez makes remarks.
- Sheila Amaning makes remarks.
- Police Chief Melvin Wearing makes remarks.
- Harriet Meyer makes remarks.
- Rob Reiner makes remarks.
- Governor Miller makes remarks.
- HRC and POTUS exit East Room and proceed to Residence.
- POTUS thanks participants and makes closing remarks.
- HRC and POTUS exit East Room and proceed to Residence.

Contact: Melanne Verveer      Bruce Reed  
                 456-6266                      456-6515

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, APRIL 17, 1997

PAGE 5

5:30 pm-

WH CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT  
& LEARNING RECEPTION

5:45 pm

South Lawn

CLOSED PRESS/WH PHOTO ONLY

FORMAT:

--HRC is announced from Diplomatic Reception  
Room onto South Lawn and proceeds to stage  
in tent.

--HRC makes remarks.

--HRC departs.

Contact: Ann Stock  
456-7136

RON

The White House



**Remarks by The First Lady  
at The White House Conference on  
Early Childhood Development and  
Learning**

**THE WHITE HOUSE  
Office of the Press Secretary**

**For Immediate Release  
April 17, 1997**

**The East Room**

**4:54 P.M. EDT**

MRS. CLINTON: Well, that was a wonderful way to end this remarkable day. I want to thank everyone who participated in the panels this morning and this afternoon. I want to thank all of you who were here as members of the audience, both here in the East Room and in the Old Executive Office Building and out around the country.

When Rob was talking about his commitment to these issues of 20, 25 years, I couldn't help but look out and see Bernice and Barry and Ed Zigler and think it's about 50 or 60 years for some of the people in this audience. (Laughter.) And we are grateful for that pioneering commitment and work that you have brought to this issue. And we are finally catching up to what you have been advocating for a very long time.

Now it's time for us to leave this table and consider all of the ways that each of us can carry on the mission of enhancing the development of our children. Many of you are on the front lines doing that every day. On this panel, we have Harriet Meyer, and we have Sheila Amaning, and we have Chief Wearing, and we have Gloria Rodriguez who are out there day in and day out working with children and families. And those are the people that the rest of us have to support because, for all of the concern and caring that we may bring to this issue, it is these people and the people they work with who will actually be in those homes putting together those programs, making those connections.

And we also, I think, are blessed to have with us today business leaders like Mr. Langbo who understand that there really isn't any more important bottom line than what we do as parents of our own children and what we do as citizens of our society to enhance the potential of all children as future citizens and as future employees. And that kind of enlightened leadership and enlightened self-interest is critical to how we see the next steps in this effort to bring attention to this important set of issues, and then to act on what we now know.

We're also blessed to have public officials here, starting with the Vice President and Mrs. Gore and Governor Miller and Governor Chiles, and we have members of Congress and members of the Cabinet who also appreciate the significance of this new information. And I hope that we will be able to think of good arguments and effective ways of communicating why this is important and why it should go far beyond partisan politics and become an American issue, not an issue of any political party or ideology, as to how we try to enhance the raising of our children.

And then we have members of the media who we are all reliant upon to convey this information not just for a week, not just for one show, but as Rob has eloquently expressed,

to really make it an ongoing commitment. I said this morning that there are people in the world who ask, how are the children, and all of us, I hope, will begin asking that as well, because we have so many opportunities now. As Governor Chiles said at lunch, the information and research that science is giving us provides a hook that we have not had before. And it is up to us to figure out ways of using that in our respective positions.

I hope that this conference has laid the groundwork for all of us coming together to be more committed and more effective in that commitment on behalf of American children. I thank all of you for being part of what I hope will be looked back on as a part of a historic moment that involves the research that has been done, the dissemination and communication of it, and then the follow-up. And I thank you all and invite you to join us and others who will be arriving at a reception in the tent in the back yard.

And, really, I hope you will go away from this event at the White House as inspired and fired up as Rob Reiner is. (Laughter.) Thank you all very much. (Applause.)

END

4:59 P.M. EDT



[Read our Privacy Policy](#)

LEVEL 1 - 47 OF 65 STORIES

Copyright 1997 The Austin American-Statesman  
Austin American-Statesman

<=1> View Related Topics

April 18, 1997

SECTION: News; Pg. A1

LENGTH: 736 words

HEADLINE: Baby talk helps infants develop skills, experts say; Verbal

BYLINE: Julia Malone

BODY:

WASHINGTON -- Parents should sing and talk to even the youngest infants, because the verbal stimulation is crucial to how well a child develops thinking and language skills later, a panel of experts said Thursday at the White House.

At first glance, it may seem odd to hold a conference here at the White House devoted to talking about baby talk, "first lady Hillary Rodham Clinton said as she and President Clinton opened the conference on early childhood development. But that discussion has never been more important."

Hillary Clinton said experts have confirmed what many parents have long known -- that the song a father sings to his child in the morning or a story that a mother reads to her child before bed help lay the foundation for a child's life, and in turn, for our nation's future."

She marveled at recent studies showing that infants, at 6 months old, are well on their way to learning language. She recalled reading to her baby daughter: We had no idea ... that what we were doing was literally turning on the power in her brain, firing up connections that would enable her to speak and read."

Conference participants released a survey of more than 1,000 parents showing that many parents did not realize how much their babies were taking in. The poll found that 73 percent said they did not believe a baby could communicate much until learning to speak a few words.

A report by the New York-based Families and Work Institute, which formed the core of the White House conference, found that during the first three years of life, the vast majority of the brain's synapses -- or connections among brain cells -- are formed. How parents relate with children during that formative period directly affects emotional development, prospects for learning and ability to handle stress as adults, the report said.

President Clinton called such findings absolutely stunning." He announced a modest federal effort to improve child care, asking the Department of Defense, whose extensive child-care system has been praised by experts, to offer its expertise to improve civilian child-care centers.

Hillary Clinton, who returned to her law practice several months after having her only child, Chelsea, said it was time to confront directly the question of whether it's better for a parent to stay at home to raise a child.

Some people argue that what the research really tells us is that women with very young children should not work outside the home, period," she said.

Dr. Deborah Phillips, a child-care expert with the National Research Council, assured her there was no evidence that placing young children in high-quality child care harms the parent-child bond or stops babies from thriving.

Overall, though, the panel of experts flanking the Clintons painted a dark

picture of the state of childhood in America.

Our nation's infants and children are in trouble," said Dr. David Hamburg, president of the Carnegie Corporation of New York. He cited high infant mortality, low birth-weight babies and a much higher percentage of children born to adolescent mothers than in other industrialized countries.

Even so, the conference focused on children's potential, based on recent research on the first few months of a child's life.

Babies are smarter, more curious and more eager than earlier believed, said Dr. Donald Cohen, director of the Yale Child Study Center.

The minds of infants are active from the time that they are born," he said, adding that they remember incidents from an early age and lay down patterns that will determine their future paths.

Speech specialist Dr. Patricia Kuhl of the University of Washington provided academic backing for holding your baby and cooing softly in gibberish. Babies respond to mother-ese" and parent-ese," whose melodic sounds actually provide a tutorial in the sounds that make up language.

They are listening," she said. But she told the conference, which was broadcast to 100 locations across the country, that the experts could not recommend how much time should be spent talking to a baby each day.

One of the best-known experts in the field of child development, pediatrician Dr. T. Berry Brazelton, offered a less clinical explanation of why parents should use baby talk with little ones.

They know we're talking to them," he said.

This article includes material from The Associated Press.

GRAPHIC: President Clinton talks to producer-director Rob Reiner, chairman of the I Am Your Child' campaign, on Thursday in the East Room of the White House, which was the site of a symposium on child-rearing. // Hillary Rodham Clinton: Says study confirms what many parents have long known.

LOAD-DATE: April 18, 1997

LEVEL 1 - 50 OF 65 STORIES

Copyright 1997 Star Tribune  
Star Tribune (Minneapolis, MN)

April 18, 1997, Metro Edition

SECTION: News; Pg. 26A

LENGTH: 1007 words

HEADLINE: Talking, singing to baby is vital to brain development, experts say; During White House symposium, doctors said the first three years of life are critical to shaping a child's abilities.

SOURCE: News Services

DATELINE: Washington, D.C.

BODY:

Parents should sing and talk to even the youngest infants, because the verbal stimulation is crucial to how well a child develops thinking and language skills later, a panel of experts said Thursday at the White House.

"At first glance, it may seem odd to hold a conference here at the White House devoted to talking about baby talk," First Lady Hillary Rodham Clinton said as she and President Clinton opened the one-day symposium on early childhood development. "But that discussion has never been more important."

Hillary Clinton said experts have confirmed what many parents have long felt - that "the song a father sings to his child in the morning, or a story that a mother reads to her child before bed help lay the foundation for a child's life, and in turn, for our nation's future."

The president added that new information confirming the effect of early upbringing was "absolutely stunning."

For the Clintons, two working parents, the research's emphasis on early nurturing by parents also raised a thorny question: Does science prove mothers are better off staying at home?

Hillary Clinton faced the question head-on with help from Dr. Deborah Phillips, a child-care expert with the National Research Council.

"Some people argue that what the research really tells us is that women with very young children should not work outside the home, period," the First Lady said.

Phillips reassured her there was no evidence that placing young children in good-quality child care impinges on the parent-child bond or stops babies from thriving.

A report by the New York-based Families and Work Institute, which formed the core of Thursday's conference, found that during the first three years of life, the vast majority of the brain's synapses - or connections among brain cells - are formed.

How parents relate with children during that formative period directly affects emotional development, prospects for learning, and ability to handle stress as adults, the report said.

Brain research from the past 10 years was presented by a panel of experts, including renowned pediatrician T. Berry Brazelton, whom the Clintons engaged in lengthy discussions that were broadcast by satellite to nearly 100 locations around the country.

A survey of more than 1,000 parents was released at the conference; it

indicated that many parents did not realize how much their babies were taking in. The poll, conducted last month for the "Zero to Three" project of the national Center for Infants, Toddlers and Families, found that 73 percent said they did not believe a baby could communicate much until learning to speak a few words.

Speech specialist Patricia Kuhl of the University of Washington provided academic backing for holding your baby and cooing softly in gibberish. Babies respond to "mother-ese" and "parent-ese," whose melodic sounds actually provide a tutorial in the sounds that make up language.

"They are listening," she said.

The Clintons also put a political twist on the day, arguing for more spending on early education, child care and health care. The president, who successfully mined the family-values theme in last year's campaign, announced that the Pentagon, with a respected international day-care system, will share its expertise with the private sector; and the White House will host a similar conference on child care next fall.

Some children's advocates were still bristling Thursday from Clinton's signature on last year's welfare overhaul, which placed a five-year lifetime limit on benefits for families with children.

As Clinton nodded and scribbled notes, Brazelton bluntly told him, "In welfare reform, we turned the wrong way. We should have looked at what we were going to do with children before we pushed women out into the workplace."

Tips for parents: Dr. William Staso, an expert in neurological development, suggests that different kinds of stimulation should be emphasized at different ages. At all stages, interaction and conversation with the child are important. Here are some examples:

- FIRST MONTH: A low stimulation level reduces stress and increases the infant's wakefulness and alertness. The brain essentially shuts down the system when it is overstimulated. When talking to an infant, for example, filter out distracting noises.

- MONTHS 1 TO 3: Light/dark contours, such as high-contrast pictures or objects, foster development in neural networks that encode vision. The brain also starts to discriminate among acoustic language patterns, such as intonation, lilt and pitch. Speaking to the infant, especially in an animated voice, aids this process.

- MONTHS 3 TO 5: The infant relies primarily on vision to acquire information about the world. Offer increasingly complex designs that correspond to real objects in the baby's environment; motion also attracts attention.

- MONTHS 6 TO 7: The infant becomes alert to relationships such as cause and effect, the location of objects and the functions of objects. Demonstrate and talk about situations such as how the turning of a doorknob leads to the opening of a door.

- MONTHS 7 TO 8: The brain is oriented to associate sounds with a meaningful activity or object. For example, parents can emphasize in conversation that the sound of water running in the bathroom signals an impending bath, or that a doorbell means a visitor.

- MONTHS 9 TO 12: Learning adds up to a new level of awareness of the environment and increased interest in exploration; sensory and motor skills coordinate in a more mature fashion. This is the time to let the child turn on a faucet or a light switch, under supervision.

- MONTHS 13 TO 18: The brain establishes accelerated and more complex associations, especially if the toddler experiments directly with objects. A rich environment will help the toddler make such associations, understand

sequences, differentiate between objects and reason about them.

LANGUAGE: ENGLISH

LOAD-DATE: April 18, 1997

LEVEL 1 - 49 OF 65 STORIES

Copyright 1997 The Houston Chronicle Publishing Company  
The Houston Chronicle

<=1> View Related Topics

April 18, 1997, Friday, 3 STAR Edition

SECTION: a; Pg. 4

LENGTH: 642 words

HEADLINE: Clintons highlight child development;  
Conference promotes early interaction

BYLINE: NANCY MATHIS, Houston Chronicle Washington Bureau; Staff

DATELINE: WASHINGTON

BODY:

WASHINGTON - All the White House talk Thursday was baby talk.

President Clinton and Hillary Rodham Clinton hosted the all-day White House Conference on Early Childhood Development to highlight the importance of nurturing infants and toddlers.

"At first glance, it may seem odd to hold a conference here at the White House devoted to talking about baby talk," said Hillary Clinton, the driving force behind the seminar.

"But that discussion has never been more important, because science ... has now confirmed what many parents have instinctively known all along: that the song a father sings to his child in the morning or a story that a mother reads to her child before bed help lay the foundation for a child's life and, in turn, for our nation's future," she said.

The symposium, with experts in the child development field, was beamed to nearly 100 sites in 37 states to publicize to parents and child care workers the latest science on brain development of children and their learning habits.

New research indicates a critical time, from birth through age 3, in which nurturing is important to brain development. It also has found that the brain structure continues developing until age 15.

"No matter how young, a child does understand a gentle touch or a smile or a loving voice," Clinton said. "Babies understand more than we have understood about them. Now we can begin to close the gap and to make sure that all children in this country do have that chance to live up to the fullest of their God-given potential."

Hillary Clinton said she hoped the seminar "will get across the revolutionary idea that the activities that are the easiest, cheapest and most fun to do with your child are also the best for his or her development: singing, playing games, reading, storytelling, just talking and listening."

Experts maintain that such activities are crucial in the early months of a baby's life.

"When we speak to our children something is happening. We are bringing about changes in the brain that will allow them to



participate in the communications game," said Patricia Kuhl, director of the University of Washington's speech and hearing sciences department. "Infants are born to learn. Our role is to be good partners in this learning process."

But the president and first lady also heard experts criticize the White House's embrace of the new welfare reform law.

The law requires welfare recipients, mostly mothers, to go to work within two years of receiving benefits and places a lifetime cap of five years on benefits. Critics contend it will push more children into poverty.

Dr. Terry Brazelton of Harvard Medical School, told the president, "In welfare reform, we turned the wrong way. We should have looked at what we were going to do with children before we pushed women out into the workplace." The president, who opened the session, said the welfare reform bill will give states a chance to put extra funds into child care. He said the new law "gives all of you who care about child care a year or two to make strenuous efforts, state by state, to create a more comprehensive, quality system of child care than we have ever had before." Clinton said his administration also wants to expand health care coverage to children who are not now covered.

He said his budget would extend coverage to an additional 5 million children by the year 2000.

The president announced he was ordering the Defense Department to share information with states and corporations on how it operates its successful child care centers.

He also announced the Justice Department will begin a new initiative called Safe Start that will train police, prosecutors and others in child development so they can handle situations involving youngsters.

GRAPHIC: Photo: President Clinton pauses in the White House East Room on Thursday while presiding over a conference on childhood development.; Associated Press

LANGUAGE: ENGLISH

LOAD-DATE: April 20, 1997

LEVEL 1 - 48 OF 65 STORIES

Copyright 1997 The Daily Oklahoman  
THE DAILY OKLAHOMAN

April 18, 1997, Friday CITY EDITION

SECTION: NEWS; Pg. 24

LENGTH: 666 words

HEADLINE: Hidden Challenges Bundled With Baby

BYLINE: Karen Klinka, Staff Writer

BODY:

Two presentations Thursday underscored a central message: Healthy children with healthy minds don't just happen.

A morning satellite conference from the White House about how a child's brain develops generated a warm-and-fuzzy feeling about the challenges facing the nation's adults, from parents to policy-makers.

But an afternoon session in Oklahoma City featuring a panel of Oklahoma experts underscored the hard-edged realities of funding and the tedious bureaucratic work often needed to craft public and private programs and other efforts to improve the health and development of children across the state.

A live broadcast of the White House Conference on Early Childhood Development and Learning drew about 225 Oklahoma children's experts and advocates to Children's Hospital of Oklahoma in Oklahoma City.

In a day of "talking about baby talk" and how babies' brains grow, President Clinton and Hillary Clinton offered parents simple child-rearing advice: Songs and storytelling fire up infants' brainpower.

A report by the New York-based Families and Work Institute, which formed the core of Thursday's White House conference, found that during the first three years of life, the vast majority of the brain's synapses - or connections among brain cells - are formed.

The ways in which parents relate with children during that formative period directly affect emotional development, prospects for learning and ability to handle stress as adults, the report said.

Brain research from the past half-decade was presented Thursday by a panel of experts, including renowned Harvard pediatrician T. Berry Brazelton.

"When we speak to our children something is happening," said Dr. Patricia Kuhl, head of the speech and hearing sciences department at the University of Washington in Seattle. "We are bringing about changes in the brain that will allow them to participate in the communication game. Infants are born to learn. Our role is to be good partners in this learning process."

The Clintons said their goal was to bridge the gap between what scientists know and what parents practice.

"Fifteen years ago, we thought that a baby's brain structure was virtually complete at birth," Hillary Clinton said. "Now we understand that it is a work in progress and that everything we do

with a child has some kind of potential physical influence on that rapidly forming brain."

The first lady said she wanted to stress that activities that are "the easiest, cheapest and most fun to do with your child are also the best for his or her development - singing, playing games, reading, story-telling, just talking and listening."

To illustrate the unformed nature of the early brain, Dr. Carla Shatz of the University of California at Berkeley said adults with cataracts may see fine after surgery but babies born with them will grow up blind.

"The eye that wasn't used because it had the cataract actually lost many of its connections with the brain. They withered away," she said. "This is a classic example of use it or lose it."

In Oklahoma, the national hookup was followed by a panel of eight Oklahoma experts who discussed how new research insights will affect children. "Is what I am doing good for children?" asked Anne Roberts of the Oklahoma Institute for Child Advocacy, a nonprofit organization dedicated to making Oklahoma a more "child-friendly" place.

Roberts said that is the measurement more parents, educators, health and day-care providers and government policy-makers should use when weighing decisions that affect children.

Dr. Roger Sheldon, a specialist who treats newborns and premature infants at Children's Hospital, said the latest research findings mean neonatal intensive care units will need to pay more attention on how to "guard and protect a (premature) child who is born too early and lands in a place he's not meant to be."

The Associated Press and Reuter contributed to this report.

LOAD-DATE: March 18, 1998